



FEBRUARY, 1914

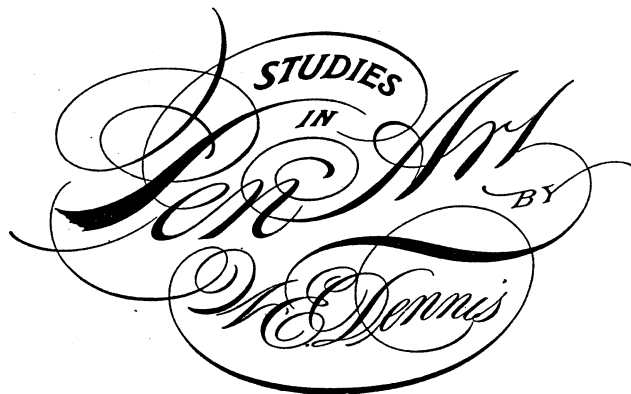
THE
American
Penman

THE A.N. PALMER COMPANY
PUBLISHERS
30 IRVING PLACE NEW YORK

Bartow

NOW IN PRESS

The
Dennis Book



of Art
Penmanship

By W. E. DENNIS

This wonderful collection of pen work represents the crowning efforts of Mr. Dennis, done at the very zenith of his career as one of America's finest pen artists. It is not published solely as a work of art, but is a veritable textbook for those who are ambitious to fit themselves for work as designers, engrossers, sign-writers and kindred professions.

Ready for delivery in a short time.

Handsomely Bound in Half-morocco. Price, \$2.00. Prepaid.

The American Penman

30 IRVING PLACE

NEW YORK

Nothing
Else
Like
It



Nearly
One Hundred
Thousand
Sold

Full and explicit instructions are given in each department, making it a complete school of penmanship and pen art in book form. Price of single copies, postage prepaid, 75c. Discount prices for quantities given upon application.

SENT ON APPROVAL on receipt of price. If not pleased with it return it and the price paid, plus postage, will be returned.

SEND ALL ORDERS TO

THE AMERICAN PENMAN

30 Irving Place, New York

THE WORLD SUPREMACY OF ISAAC PITMAN'S SHORTHAND

—THE PRIZE WINNERS IN THE—
NINE INTERNATIONAL SHORTHAND SPEED CONTESTS

Year and Place.	Contestants.	System	Matter Read.	Net Speed per Minute Under the Rules.	Positions.	Awards.
1906, Baltimore	Sidney H. Godfrey	Isaac Pitman	Newspaper	150	1	Miner Medal.
1907, Boston	Nellie M. Wood	Isaac Pitman	Judge's Charge	163	1	Eagan Cup.
	Sidney H. Godfrey	Isaac Pitman	Newspaper	123	4	Miner Medal.
1908, Philadelphia	Nellie M. Wood C. H. Marshall	Isaac Pitman Pitmanic	Testimony	253	1	Eagan Cup.
			Testimony	242	3	Miner Medal.
1909, Providence	Nellie M. Wood	Isaac Pitman	Judge's Charge Testimony	227 264	1	Eagan Cup permanently and World's Speed Record.
1909, Lake George	Willard B. Bottome	Pitmanic	Speech Testimony	205 262	1	Shorthand Writer Cup and Title "Champion Shorthand Writer of the World."
1910, Denver	Clyde H. Marshall	Pitmanic	Speech Judge's Charge Testimony	192.6 222.8 268	1	Shorthand Writer Cup and Title "Champion Shorthand Writer of the World."
1911, Buffalo	Nellie M. Wood Nathan Behrin	Isaac Pitman	Sermon Speech Judge's Charge Testimony	149.2 169 189.6 208.6	1	Adam Accuracy Trophy permanently.
			Speech Judge's Charge Testimony	196.4 232 268	1	Shorthand Writer Cup and Title "Champion Shorthand Writer of the World."
1912, New York	Nathan Behrin	Isaac Pitman	Speech Judge's Charge Testimony	188 237 278	1 1 1	Shorthand Writer Cup; Title "Champion Shorthand Writer of the World"; and Holder of the World's Speed Record.
1913, Chicago	Nathan Behrin	Isaac Pitman	Speech Judge's Charge Testimony	198 237 272	1 1 1	Shorthand Writer Cup permanently; Title "Champion Shorthand Writer of the World"; and Holder of the World's Speed and Accuracy Record.

☞ It is worthy of note that all the trophies in the above speed contests have been won by writers of either Isaac Pitman Shorthand or some modification of same.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

Isaac Pitman & Sons.

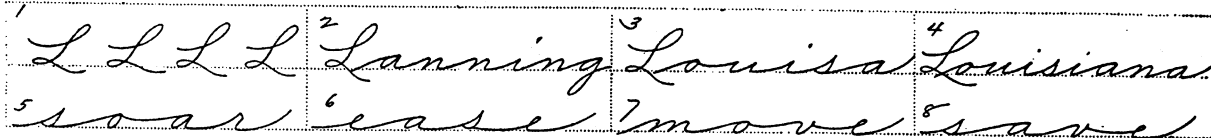
2 West Forty-fifth Street, New York

HUNDREDS OF ORDERS

I have received hundreds of orders from Business College Proprietors, Penmen, Commercial Teachers, and Supervisors of Penmanship since sending out circulars about a month ago. The large number of letters received speaking of the book in the very highest of terms is evidence that it is giving entire satisfaction. My square deal.

SPECIAL OFFER PLAN

will bring you a copy of this book for \$1.00 and if you are not satisfied return the book and I will send you your dollar and all the extra amount you spend for postage in sending for and returning the book. Circular containing 32 sample lessons sent free.



The above Lesson 376, from part Number 3, which shows the lesson reduced about 1/6 from what it appears in the book.

READ COMMENDATIONS FROM PENMEN OF NATIONAL REPUTATION

The year course is an excellent feature with arrangement for copies for the daily class period and will be appreciated by teachers.—F. B. Courtney.

I have examined your book on Business Writing and in many ways pronounce it an admirable edition. You ought to have a liberal sale for it.—F. W. Tamblin.

I want to congratulate you upon the thorough manner in which you cover the subject. It should find a ready sale if merit counts for anything.—H. P. Behrensmeyer.

It is unquestionably the most complete book of its kind in print. No teacher of writing should be without this most complete compendium.—S. E. Leslie.

The copies are well graded, skillfully executed and the printing and engraving are exceptionally good.—H. L. Darner.

I predict for you a large sale and deservedly so because merit is stamped upon it from cover to cover.—J. J. Bailey.

It contains the best graded lessons in Business Writing I have ever seen.—E. L. Brown.

The book is a veritable encyclopedia of practical business writing, a book of inestimable value to the teacher, student, as well as the home-learner.—Fred Berkman.

I have just received your Manual of beautiful and very practical Writing Lessons and I am sure that I shall frequently use the copies in my class work.—H. W. Flickinger.

The size of the letters is good and the copies are well written and well engraved. The book should be of much interest to teachers of penmanship.—R. S. Collins.

The size of the book, over one hundred large pages, was a surprise to me, as was also the large amount of copies. The copies are as accurate as free movement writing can possibly be. If better copies can be found I do not know where to look for them.—Fred S. Heath.

Address: C. W. JONES, Principal

BROCKTON BUSINESS COLLEGE

BROCKTON, MASS.

Get right down to
the point and you
will find that the
Spencerian Steel Pens
are the best



No. 1 College
Double Elastic

Serves you Longest
Serves you Best

¼ Gross in a Metal Box, 25c.

SPENCERIAN PEN CO. 349 BROADWAY
NEW YORK

NATIONAL DICTATION—

Enables the teacher to tell at a glance whether the outlines are correctly formed.

NATIONAL DICTATION—

Contains special space for writing the notes.

NATIONAL DICTATION—

Teaches punctuation in a novel manner which never fails to secure results.

NATIONAL DICTATION—

Drills the pupil in careful and accurate work.

NATIONAL DICTATION—

Contains special exercises for developing self-reliance.

NATIONAL DICTATION—

Trains the pupil to think for himself, that most essential characteristic of the successful stenographer.

NATIONAL DICTATION—

Qualifies the student for holding the best positions.

NATIONAL DICTATION—

Is entirely different from any other dictation book.

The F. H. Bliss Pub. Co., Saginaw, Mich.

The American Penman

Entered as second class matter, October 8, 1912, at the post office at New York, N. Y., under the Act of Congress of March 3, 1879.

THIRTIETH YEAR. VOL. 31. NEW YORK, FEBRUARY, 1914. Copyright, 1913, By The A. N. Palmer Co. NUMBER SIX



A Monthly Journal Devoted to the Interests of Penmanship and Business Education
Issued twelve times a year

Published at New York by THE A. N. PALMER CO.
A. N. Palmer, President. S. W. Palmer, Vice-President.
F. F. Von Court, Secretary. G. C. Gilfillan, Treasurer.

A. N. PALMER..... Editor

Subscription Price

One year (twelve numbers).....	\$1.00
In Canada	1.10
One year (twelve numbers) with a copy of Palmer's Penmanship Budget	1.50
In Canada	1.60

All correspondence and remittances should be sent to 30 Irving Place, New York.

Chicago office, 32 South Wabash Avenue.

Boston office, 100 Boylston Street.

Cedar Rapids office, Palmer Building, Cedar Rapids, Iowa.

We prefer that remittances should be made by draft, postoffice money order or express money order. Unregistered currency is at the sender's risk.

Changes in Address

SUBSCRIBERS DESIRING TO HAVE THEIR ADDRESSES CHANGED MUST WRITE US NOT LATER THAN THE TENTH OF THE MONTH PRECEDING THE MONTH OF ISSUE, AND IT IS ABSOLUTELY NECESSARY THAT THE FORMER AS WELL AS THE PRESENT ADDRESS BE GIVEN. UNLESS SUBSCRIBERS CONFORM TO THIS SIMPLE REQUEST THEY CANNOT BE SERVED PROMPTLY.

When Madam Montessori Goes to Chicago

Why does Dr. Maria Montessori and the "Montessori Method" occupy so much space in the newspapers—especially the daily newspapers of the United States? Is it because the Italian lady has made a great discovery—one that puts her in the class with Edison, the Wrights, Marconi, and others, including the cancer curers and the consumption curers?

If the editors were obliged to write and publish their reasons for making Dr. Montessori a first-class news feature, the public of this country would get a batch of articles much more interesting than the regular news or feature articles written about the clever Italian countess.

No doubt some editors would say "The public wants the news about her." Of course. It wanted the news about Dr. Friedman and his consumption cure, and the papers gave the news. But physicians are very quick to analyze, and if need be, to cut to pieces any new man or woman who is being advertised by the newspapers as a great benefactor with a great new remedy. So the physicians got after Dr. Friedman—rightly or wrongly, and the German doctor was dropped from the list of "news features."

Notwithstanding the fact that authorized committees sent by authoritative educational institutions, including Columbia University, to carefully examine the Montessori Method in Rome, reported, in effect, that what is valuable in the Method is not new, and what is new is not valuable, still the lady holds her place as a news feature. Newspaper editors are famously sentimental.

It is unfortunate that the publication of so much vague matter about the Montessori Method seems designed to interest only sentimentalists, especially mothers, who very often prefer "character" to ease and legibility in the writing of their children and their friends.

The following is clipped from a feature article in the Chicago *Record-Herald*. It should be read carefully by practical penmanship teachers. We believe that practical penmanship teachers anywhere in the United States will see at a glance how much Dr. Montessori knows about teaching normal American children, whatever much she may know about "defectives."

"Dr. Maria Montessori is coming to Chicago to tell teachers and parents here how she has succeeded in teaching idiots to read and write.

* * * * *

"This Italian countess, who renounced society life to become an educator, will explain how in her school in Rome children are taught to write before they can read, a reversal of the course pursued in the ordinary school. She gives pupils no instruction whatever for holding the pen or pencil, muscular control of the pen alone being necessary. Triangles, squares, geometrical figures of wood, metal or cardboard are used in teaching children to write. They are required to trace the outlines of these and then fill in the outlines with colored pencils of large size.

"After a week's work on these geometrical figures, script letters of large size are cut from fine emery paper and pasted on cardboard. The child is given a letter, a vowel first, and told to touch it. Then the phonetic sound of the letter is given. Then the consonants are associated with the vowel and in time words are given in the same way. The children are often blindfolded and by the sense of touch are able to tell the particular letters which they are given. In this way they come to see with the ends of their fingers as well as with their eyes and become familiar with the shape as well as the sound of letters. In learning to write the child has taken one step in learning to read, as he has learned the alphabet both by touch and sight and sound. From words to phrases and sentences the children are led by cards."

It will be a good thing for all of us when Dr. Montessori shows us the matured writing of pupils who have been taught by her method. In the meantime, Chicago will have received much entertainment and perhaps some economic benefit from her visit.

Find Out About Your Pupils' Hearing

Dr. Ernest B Hoag has been visiting the rural schools of Minnesota, conducting a scientific investigation into hygienic conditions. In his report, a part of which has been sent out by the United States Bureau of Education, he stated that from twelve to fourteen per cent of the country school children suffer from earache. He says: "Four or five per cent of the children simply do not hear what is going on, and are therefore put down as stupid when they are not."



Business Writing



By W. C. Henning

SECOND OF A SERIES OF SIX MONTHLY ARTICLES

LET me remind you of the importance—yes, the *necessity*—of studying the writing machine. The arm is the machine, and to the extent that you know what it should do and how it should do it you will be able to train it to do your bidding. Bear in mind that the muscles in the upper part of the arm and in the shoulders are the muscles that must be trained. They do the work, while the forearm and hand remain passive, and should be allowed absolute freedom. Their movements are not only caused but controlled by the shoulder and upper arm muscles. The mastery of the writing machine, so far as its easy running is concerned, must precede the production of the letter forms. As soon as the arm will roll freely and automatically on the muscular rest below the elbow, specific attention must be given to the forms to be made with this movement. Each individual form requires certain specific movements, and the secret of learning to make it correctly is to learn what these movements are and acquire the ability correctly to apply them. When you are developing these movements, studying the script forms, and investigating their applications, you are practicing. Otherwise, you are only mechanically repeating certain motions without any thought as to whether they are right or wrong. Usually they are wrong, and repeating them fixes the incorrect making of the letters more firmly, instead of acquiring the correct way. I believe I am safe in saying that ninety per cent of the time spent on penmanship by the average student is wasted because of the lack of study, as above suggested.

NUMBER TWENTY-TWO

Keep in mind the little whirl motion which forms the loop in the back of the E. The under stroke of the letter is made by a swinging motion. It must not be made quick and with a jerk, but with a deliberate swing, keeping control of the movement, so that the finishing stroke will run into the small letter which follows without a break. You must distinguish be-

tween a *rapid* and *quick* motion. You must write rapidly if you would write easily and gracefully. Quick motions produce spasmodic writing which sooner or later develops into scribbling.

Watch very carefully the changes from the over to the under and the under to the over curves, and give especial attention to the space between u and i. This space must be wider than the u.

NUMBER TWENTY-THREE

In this exercise we return to the push and pull movement. The first line is similar to copy No. 9, but you will observe that the parts are shortened as you proceed to the right, and you will also observe that the width of these parts is not changed. A few minutes' practice on No. 9 will help in starting this. Study the small inverted loop which begins the exercise and letter following. Make this like a small o, only in a reverse direction—backwards, if you please; then push, push, down the line through the exercise to the count of ten. Keep it as near as possible the same height and width of the copy. Use the first three parts of the exercise for the M, making the letter to the count of 1, 2, 3, 4, at the rate of from forty-five to fifty a minute. The last down stroke curves to the right as it approaches the base line.

NUMBER TWENTY-FOUR

The N is developed in the same way as M. You should therefore review copy No. 23 thoroughly, and then proceed to this letter. It contains one part less than the M; otherwise it is the same. Nile is a good word to practice, as, following the N, all the letters are made with the under swing. Spell the word as you write, letting the sounds of the letters run together, producing a sort of rhythm, which the movement will automatically follow.

COPY No. 22

E E E E E E E E E E E E E E E E E
 Ennui Ennui Ennui Ennui Ennui

COPY No. 23

M M M M M M M M M M M M M M M M M
 M M M M M M M M M M M M M M M M M

COPY No. 24

N N N N N N N N N N N N N N N N N
 Noon Noon Noon Noon Noon Noon
 Nile Nile Nile Nile Nile Nile Nile

NUMBER TWENTY-FIVE

Proceed as instructed in Number Twenty-four. "Mine" has the changes from the under to the over and the over to the under curves, which must be carefully watched. "Mile" is similar to "Nile" in No. 24.

NUMBER TWENTY-SIX

A review of the first line of copy No. 21 will help get started on this letter. Study the form as shown in the first line of the copy. Avoid closing the lower part of b, finish with a very small dot formed by a slight retrace of the upstroke, and finish or proceed to the next letter with a swing.

NUMBER TWENTY-SEVEN

The illustration showing the disjointed parts of r shows how the letter is made. Keep the upstroke straight and have it trace the down stroke, then put the finish of the b on and you have the letter complete. Make it to the count of 1, 2, or say 1-dot, 1-dot, or smaller. When practicing "runner," keep in mind constantly the changes from the over to the under and under to the over curves; also the direction of the upstrokes. Re-read paragraph Number Ten in the January PENMAN.

NUMBER TWENTY-EIGHT

A review of copy No. 10 will help you get started on this letter. Do not forget to review. The v and r are very much alike in form; the only difference between them is in the upstroke. In the r it traces the down stroke and is straight, and in the v it is curved, making the letter round at the base and open at the top. Give them the same finish. The w

also has the same finish as the v and r. Spell the words either aloud or in mind as you write, after the suggestion in Number Twenty-four.

NUMBER TWENTY-NINE

THE SWINGING UPSTROKE.—This stroke, as in the first lines of copy No. 29, is an important stroke, as it appears either in full or in modified forms in a great many letters. It is used more than any other stroke. We have used it in a number of the small letters which we have studied in the preceding copies, including i, e, u, w, l, the upstroke in A, the under stroke in C and E. We begin now on a series of capital letters, in which it appears in practically its complete form. If you will acquire the correct swing in this stroke you will find the letters of which it is a principal part much easier to make correctly.

This swinging upstroke, Number Twenty-nine, is in the first form of this copy. Study the curve in it and its direction. The down stroke is straight and ends with a full, firm stop at the base line. Count 1, 2, 1, 2, or say "Swing stop." The cap of the T is simply a horizontal wave line attached to a reverse small o. You will recognize the beginning of this stroke as identical with the beginning of M and N.

NUMBER THIRTY

When putting the cap on the T, start it quite close to the stem, so that the over curve part of the cap will cover the point of stem. Count 1, 2-3, 4, 1, 2-3, 4, or say "Swing stop"—"ov-er" at the rate of about forty a minute.

Preparatory for practicing the word, review copy No. 27. Write "Turner" sixteen or eighteen times a minute.

COPY No. 25

M
Mine Mine Mine Mine Mine Mine
Mile Mile Mile Mile Mile Mile Mile

COPY No. 26

been been been been been been been
been been been been been been

COPY No. 27

runner runner runner runner runner
error error error error error
error error error error error

COPY No. 28

view view view view view view view
never never never never never never
never never never never never never

The American Penman.

Mr. Henning—Continued

Review Work

Constant reviewing is an essential part of your study and practice. You should begin each practice period with a review of some lesson. This review, after the movement foundation has been fairly well laid, may be a semi-movement drill. Reviewing enables you to retain what you have already acquired, as well as to make further advancement.

NUMBER THIRTY-ONE

You will observe at once the similarity of the stems of the P and T. The turn at the base requires especial attention. It is about two-thirds as wide as the turn of the oval. The top turn is the full width of the oval turn. Bring the right side of the P down half-way to the base and finish with a snappy stroke, crossing the stem midway from base to top. Work on the first line of the copy, giving especial attention to the turn and the direction of the upstroke. Practice P to the count of 1, 2, 3, or say "Swing up around," keeping in mind that the upstroke in the stem of the letter is the swing stroke referred to in paragraph twenty-nine.

NUMBER THIRTY-TWO

Observe the transition of the capital P to the small p. The transition can be made from the small to the capital in like manner. Make p to the count of 1, 2, 1, 2, or say "Down around, down around" at the rate of fifteen or sixteen groups of five a minute, and the words at about eighteen or twenty

a minute of "pipe" and twenty to twenty-two of "peep." Keep in mind the under swing strokes.

NUMBER THIRTY-THREE

This is a combination of Nos. 31 and 32. Review these two copies preparatory for your work on this.

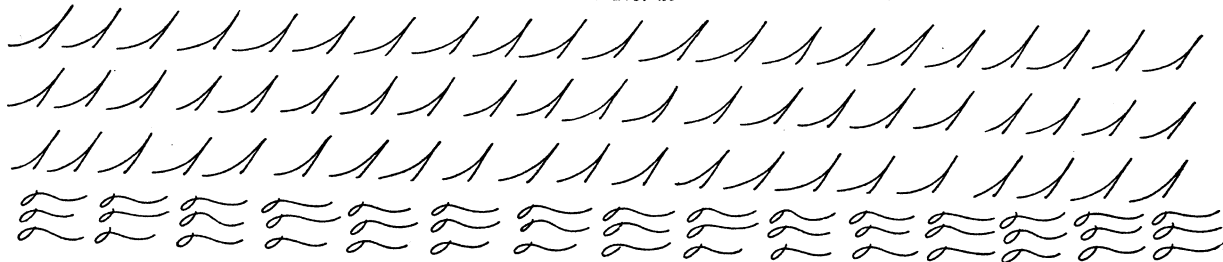
NUMBER THIRTY-FOUR

You will readily see the similarity between the P and R. The compound curved line which finishes the R must be connected by a very small, round loop, and this loop must be made on the stem of the letter at or a little above the middle—never below. The slant of this line is downward to the right. Review P in copy No. 33 before beginning R, and review r in copy No. 27 and v in No. 28 before beginning the word "River."

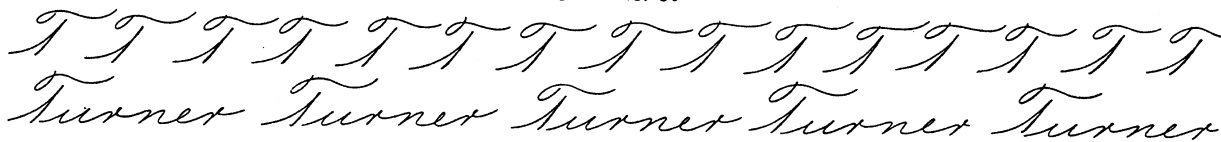
NUMBER THIRTY-FIVE

The t is an elongated i with the cross stroke added. The secret of making it correctly is to make the upstroke in the right direction. Let me say again that the right direction of your strokes, and especially the upstrokes, is extremely important and should never be lost sight of. The upstroke of t is on the same slant as the down stroke from the height of i to its top. The push and pull movement predominates. The word "little" is written entirely with under swing upstrokes and is an excellent exercise. Spell it as you write, letting the sounds of the letters run together, producing a sort of rhythm.

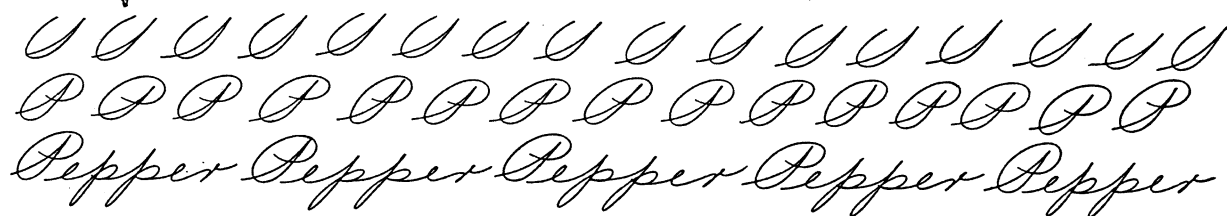
COPY No. 29



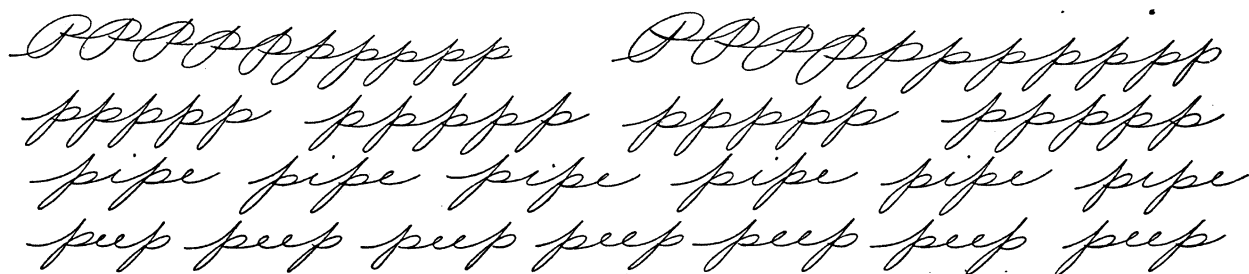
COPY No. 30



COPY No. 31



COPY No. 32



Mr. Henning—Continued

COPY No. 38

S S S S S S S S S S S S S S S S
 Summer Summer Summer Summ

COPY No. 39

G G G G G G G G G G G G G G G G
 Gunner Gunner Gunner Gunner

COPY No. 40

G G G G G G G G G G G G G G G G
 Glitter Glitter Glitter Glitter G

COPY No. 41

hmm hmm hmm hmm hmm hmm
 hhhh hhhh hhhh hhhh hhhh
 home home home home home home
 hummer hummer hummer hummer

COPY No. 42

Wkkkk kkkk kkkk kkkk kkkk
 keen keen keen keen keen keen
 knew knew knew knew knew knew

Superintendent of Public Schools of Boston Reports on Penmanship

The annual report of Superintendent Franklin B. Dyer, of the public schools of Boston, Mass., for the year 1913 was published in December. Dr. Dyer writes directly and forcibly on "Penmanship."

"During this school year," reads the report, "pencils are not to be used above the first grade, except for drawing and arithmetic. All paper must be suitable for ink. Children in the first grade are to do but little writing, and none will be required on paper. They are to be drilled in movement and position, and are to learn form by writing on the blackboard with arm movement. In the second grade no unsupervised writing is to be permitted, and in the higher grades there is to be sufficient supervision to insure care and persistent effort. All teachers are to use the system of penmanship in all work seen by pupils.

"Every pupil is writing in competition with himself, and the succession of his work is expected to show progressive improvement until he attains the standard of proficiency. The pupils as well as the teachers take great pride in the number that reach the goal.

"It is becoming the custom to award diplomas in penmanship at the time of graduation. In a single school sixty-five diplomas were thus awarded to students who had taken a

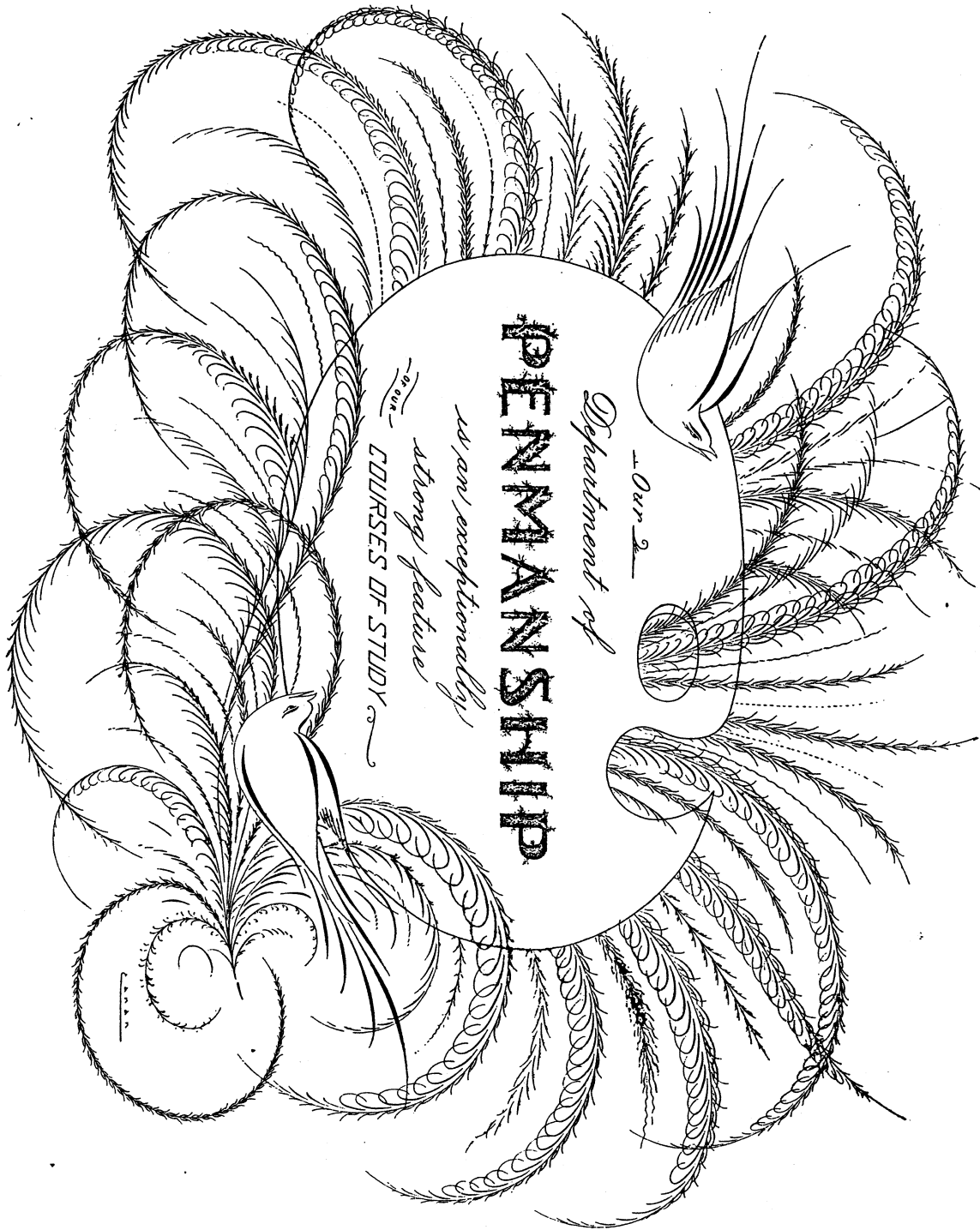
thorough examination and satisfactorily passed the tests.

"The system is carried out with varying fidelity in different schools. It is the intention to make a comparison of some of the schools that are living up to the spirit of the course with some that are not, and thus appraise the value of the system."

Mayor Gaynor's Definition of a "Pedagog"

The late Mayor Gaynor of New York was a master of clear, simple English. It was his habit to frequently overturn accepted opinions in literature, and incidentally to bring into use old forgotten words. He is best known to a million or more, of the growing generation, because of his frequent references to Epictetus, the ancient Stoic philosopher. His last address to the members of the board of education whom he reappointed contains the following striking paragraph:

"In Greece the pedagog was an old slave who took the children to and from school. That was his whole business. He was not a teacher. But we use the word for teacher. I am satisfied to say 'school teacher' and 'schoolmaster,' and the science of teaching, without bothering my head with pedagog and pedagogy and pedagogical and so on. We have good words in English to express all that, and that is the way children ought to be taught, I think."



No. 7—Art Penmanship, by C. C. Canan

Choosing an Occupation

By C. L. Chamberlin
Osseo, Michigan

The Opportunities of a Bookkeeper

SIXTH ARTICLE

SINCE the time man measured value by piles of stones, notches cut in sticks or baked various scratches in pieces of clay, bookkeeping has been practised in all kinds of business enterprises. To-day there is hardly a business from the great mail-order houses, railroads and other kinds of "big business" down to the country grocery that does not practise some system of keeping accounts. The bookkeeper is usually the first special assistant, that is, one employed on a single definite line of work, engaged by every person conducting a business of any kind. The result is that there are few other openings in business that provide a young man or woman with as many opportunities to enter the world of commerce.

The opportunities open to a bookkeeper will depend upon the age, experience and training, both general and technical. Since it is a line of work that permits its followers to fill a position without any great amount of previous business experience it happens that the majority of young men and many young women seek to enter business by this avenue, and the large number of available employees cause wages to remain low for beginners and frequently compel them to combine other work with the keeping of accounts, and thus secure work in smaller concerns which cannot afford to employ a bookkeeper full time.

A frequent combination for the beginner is that of bookkeeping and shorthand in some small establishment. Railroad offices, banks and the larger houses in general provide many openings for assistants who help handle time books of other employees, operate adding machines, file papers and books or perform some other of the many semi-mechanical duties which occur in modern offices. Such positions afford the poorest salaries, which vary according to the location of the business, kind of work required, and the availability of people capable of filling such positions. Of course these assistants gradually work into line for promotions since in all properly arranged offices the higher officials always select the more promising of their subordinates and train them for the duties of positions above them. Occasionally a jealous employee fears to lose his own position if the house finds a man who can perform his duties, but such acts are sure to react since a house dislikes to make a promotion when there is no one available for the vacant position.

The Head Bookkeeper

The position of head bookkeeper in a large house carries much responsibility since this official must of necessity know all the inner secrets of profits, per cent of expenses, margin of net profits, annual gain or loss, and at all times he knows the exact situation of the house financially. His knowledge even delivered in occasional "tips" is worth thousands of dollars to competitive houses, and personal integrity in such matters is not the least of the qualifications demanded of the chief bookkeeper in a large business house. The opportunities for making false entries, and thus withdrawing funds for private uses, are great, and the temptation to make use of an employer's idle funds for investments, especially temporary speculative investments, is one thing which the reliable bookkeeper must never for a moment consider. He is also the keeper of "other men's consciences" in this matter, for a member of the firm is sometimes tempted to use the firm's money for private purposes, and may succeed if an honest, efficient bookkeeper does not stand in the way. It may be truthfully said that an honest, capable bookkeeper is the backbone of any business concern, and that he is usually valued and remunerated accordingly. It is along the road, often long, rough and wearisome, that leads to the head bookkeeper's position that the poor salaries are found. For the young man of firm moral basis and clear mental powers, there is a reward ahead if he but persevere till the desired promotions are attained. Thorough honesty under all manner

of temptations, close attention to business, and every means for bringing about its improvement will lead to the rewards by the shortest known route.

United States Government Positions

Perhaps a word as to the Government service would be advisable. The U. S. Government uses a great many men and women in a variety of office positions, especially as bookkeepers and stenographer-typewriters. It is needless to define the duties of these employees, but the Government desires efficient employees, seeks them by the well-known Civil Service examinations, and Uncle Sam is always a liberal paymaster. Few of the bookkeepers are taken in at less than \$900 per year, many at \$1,200, and for service in the Philippines the salary is generally \$1,200 or more for a three-year term of service, passage free both ways. This is a splendid opportunity for a well-equipped young man to get out to the Islands with expenses paid and a salaried position while getting acquainted with the people, ways of conducting business, etc. For some of these positions, a knowledge of Spanish is required, and it would be an exceedingly handy accomplishment in any case. Expenses are not especially high and chances of spending money are few, so that at the end of three years one could save a fair per cent of his salary, know the Islands and be able to enter some line of business that might offer better future prospects.

It may be remarked that while the Government offers inducements for the beginner, giving fair wages, a vacation with pay, extra time off for sickness if necessary, the future is not so well provided for. Few of the Government employees receive salaries above \$3,000 or \$3,500, while the remuneration of head bookkeepers in many private houses exceeds this in some instances by a considerable amount.

Intermediate Positions

To the ambitious young man near the bottom, there appears a long row of rounds between him and the desk of the head bookkeeper. After a few years of successful experience in some of the leading kinds of business he sees other opportunities besides the position of chief bookkeeper. The position of auditor affords desirable employment for skilled bookkeepers who study the advanced branches of their profession. Present-day business is combined or consolidated under a few heads so that it is not unusual to hear of a chain of twenty or even more stores of a single kind all owned by the same house or firm, sometimes a stock company. The accounts of each store must be recorded at each respective store and then transferred to a central office for permanent record and for combining in form for the consideration of owners and managers. It is customary to employ one or more traveling auditors who go from store to store and inspect the accounts. These are responsible positions and pay good salaries. Railroads employ similar inspectors to visit the various offices and look over accounts. In many other lines there are auditors regularly employed. Besides these, there are many private auditing concerns whose business is to audit the accounts of a stock company for the stockholders. They occupy the position of disinterested third party between the officers of a company and the stockholder-owners. Frequently two or three men join in this work, employ assistants and operate a concern for the express purpose of making audits. Bankrupt houses, concerns in the hands of receivers and any business establishment requiring inspection, furnish the clients for auditing companies and pay right handsomely for their services.

Expert and Special Accountants

The person who has had excellent opportunities for studying and practicing the various branches of accounts and who has

a thorough general and commercial training behind the experience often finds a remunerative life-work in reorganizing the account systems of old firms and putting in new systems that afford the managers the knowledge which present-day business demands. There was a time when an inventory was a yearly or semi-yearly matter. Absolute profits and losses were about all the results required. Costs, gains, net gains, percent of gain on each department, percent of operating expense for each department, etc., were subjects wholly unprovided for. These and many other similar figures are now required, not merely semi-annually, but monthly, even weekly or on two hours' notice at any time. New systems of accounts are necessary and often the old bookkeepers, old in years as well as service, are not capable of installing these new features. The expert in accounts is called in to arrange the books, explain the methods and leave an efficient man to assist until the regular employees have learned the new system. Many new items are required of time-keepers, superintendents and foremen in tracing results from the various departments and the experts are needed to arrange a simple yet effective plan. In these things the accountant finds employment practically full time and this piece work is paid a much better wage than regular employment so that the independent public accountant draws a yearly salary often far in

excess of that of the chief bookkeeper in any establishment. But not every bookkeeper is fitted by nature or training to act independently in outside work either as accountant or auditor.

Most states regard the work of public accountant as sufficiently important to justify a state examination of those who propose to practice as such. The examination for Certified Public Accountant, (C.P.A.) enables a young man to show his fitness and qualifications to the world at large and thus prove his efficiency to those needing such services.

In closing we might say that the financial training which the work of a bookkeeper provides tends to equip the man who is always willing to be a student and afford that broad view of money and its uses required of treasurers, cashiers, and the various officials in banks and trust companies. Financial experts are always in demand and their salaries are the best. The bookkeeper who lays a solid foundation in general education and builds a substantial superstructure of business study and experience should find several lines of highly remunerative employment open to him by middle age, positions which provide excellent salaries or offer a variety of opportunities for engaging in an independent business if such be possible or preferred. It is a good opening; the result as in other openings must rest with the individual.

Body Writing Copies by Francis B. Courtney

WRITTEN FOR THE AMERICAN PENMAN

You can succeed You can make your loftiest ideals come true. You cannot accomplish this merely by wishing - wishing that you were someone else, or that some good fairy would come along, do your work for you and wake up when it is completed.

We all want to succeed, but so very few of us are willing to pay the price, and say what you will, success always has its price.

The common man the man who stays in the middle of life's gray and dusty highway until all the milestones are behind him, leading a blameless life and quietly performing the duties of each day - is probably the greatest of heroes.

Course in Business Writing by F. O. Pinks

SIXTH OF A SERIES OF SEVEN MONTHLY ARTICLES

INSTRUCTION 101

DRILL 133. Do not let your relaxed movement "run away with you" in making loops below the line. Some persons have a sense of form such that they seem to admire a lower loop that extends even below the next ruled line. Conserve a little of that lost motion for use where it will do more good, and make these loops short enough so that writing on next line will not intersect them. Slant is regulated by the push-pull movement; use it in making the main down lines of Y so they will be parallel and straight.

INSTRUCTION 102

Drill 134. Let the pen travel as fast in making W as it does in making capital A's at the rate of seventy-five a minute, only at each angular turn pause long enough to enable you to guard against a loop. Notice amount of curve in main down line of first stroke. How many under motions are there in the letter? How many over motions? There are two reasons for a drop motion after small w: it looks better, and is more quickly made.

INSTRUCTION 103

Drill 135. Write this "W" at the rate of 45 or more a minute, and keep it narrow.

INSTRUCTION 104

Drill 136. Keep parallel and close together the first line in the letter and the right side of loop, and make the former with plenty of under motion. If your small t is open too wide at the bottom, what should be done to remedy the trouble? Don't change the speed; change direction of motion.

INSTRUCTION 105

Drill 137. Notice which of the loops in Q extends farther to the left. With what is the long diameter of the lower loop parallel? How much longer is small q below the line than q? In writing "Quince," throw finishing line of Q under base line immediately after it completes lower loop, to make room for "u" in its proper place without intersection of lines. *Don't make these two letters too far apart.*

ILLUSTRATION 106

Drill 138. Capital X will likely be easier for you if you imagine you are making the first part of capital M, and a big figure 6.

INSTRUCTION 107

Drill 139. No special instruction is needed in this lesson, save possibly a caution against the tendency to make the two parts of Z on different slants.

Sentence Practice

Practice on sentences should enable you to harvest the crop of skill that work on previous lessons sowed. If there isn't much of a crop, it would seem to indicate that some of the seed fell on soil that "wa'n't fitted very good." In other words, if you cannot run these sentences off at the rate of three lines in one minute, using exactly the kind of movement of which during the past five months you have doubtless read "too much," it is plain to be seen that there's something wrong; for good sentence or page writing is an effect, and, like all effects, it has a cause. The cause lies in the simple fundamentals, position, relaxation, control of pure muscular movement, and a clearly-defined mental picture of well-formed letters. That makes just four requisites. If you have them all, that crop will be a "bumper"; if not, the yield will be "small and few in a hill." Acquire them all before proceeding with sentences, even if it requires a week's review.

Few students are given to rigid inspection of their own writing. They scribble away for an hour at a time, their minds on this, that, or the other, and delude themselves into thinking they're practicing. That kind of practice doesn't beget improvement; if it did, those who write most—authors, for instance—would write best.

Have an object in view. Write the sentence, "A specimen of my rapid business writing." Find the most flagrant fault. Rewrite it again and again, holding yourself to the task of overcoming that fault. Then find the next one that is most conspicuous, and eliminate it in the same way.

The average time in which each sentence should be written is twenty seconds.

ILLUSTRATION 101

¹³³
Y Y Y Y Y Y Y Y Y Y Y Y
y y y y y y y y y y y y
Youngstown Youngstown Youngstown

ILLUSTRATION 102

¹³⁴
W W W W W W W W W W W W
wwwwww waive wwwwww waive wwwwww
William William William William

ILLUSTRATION 103

¹³⁵
W W W W W W W W W W W W
Winsome Winsome Winsome Winsome

ILLUSTRATION 104

¹³⁶ t t t t t t t t t t t t t t t t
 tttt trait tttt trait tttt trait t
 Training Training Training Training

ILLUSTRATION 105

¹³⁷ 2 2 2 2 2 2 2 2 2 2 2 2
 qqqq quart qqqq quart qqq quart
 Quince Quince Quince Quince Quince

ILLUSTRATION 106

¹³⁸ z z z z z z z z z z z z z z
 z zouave z zouave z zouave z zouave
 Zany Zany Zany Zany Zany Zany

ILLUSTRATION 107

¹³⁹ X X X X X X X X X X X X X X
 xxx prefix xxx prefix xxx prefix
 X-ray X-ray X-ray X-ray X-ray X-ray

SENTENCE PRACTICE COPIES

¹⁴⁰ A specimen of my rapid business writing

¹⁴¹ Bot of Brainard & Co. 50 M. ft. Birch B

¹⁴² Compliments of the Crawford Chair Co

¹⁴³ Dame Fortune smiles on the industrious.

¹⁴⁴ Each word should be written with care

The American Penman.

Mr. Pinks—Continued

- ¹⁴⁵ Fortunate is he that needs no supervision
- ¹⁴⁶ Great success comes from great effort
- ¹⁴⁷ Have each day a regular time to practice
- ¹⁴⁸ Improvement comes from earnest effort
- ¹⁴⁹ June 15th after date I promise to pay. J
- ¹⁵⁰ Kind persons have many friends Kind
- ¹⁵¹ Lucky people try while others cry L L L
- ¹⁵² Make each minute count at work or play
- ¹⁵³ Neat plain rapid business writing N
- ¹⁵⁴ Over or under motion between letters
- ¹⁵⁵ Put enthusiasm in all your practice P
- ¹⁵⁶ Quinine is used in the treatment of ague!
- ¹⁵⁷ Rolling movement makes writing easy
- ¹⁵⁸ Strive for control of relaxed movement

¹⁵⁷ Train the hand to obey the mind Train

¹⁶⁰ Union of interests brings union of minds

¹⁶¹ Virtue is its own reward. Virtuous V

¹⁶² Write sixteen average words a minute W

¹⁶³ Xenia is a small city in Ohio Xenia

¹⁶⁴ You should learn to make each move count

¹⁶⁵ Zealous workers win quick promotion

Remarkable Work in Primary Grade

See me run See me run
See me run See me run
See me run See me run
See me run See me run
See me run See me run
See me run See me run

Muscular Movement Writing by Helen Stackhouse, second grade pupil in
Model School, State Normal, Bloomsburg, Penn.
It was written at the rate of ten sentences in a minute



HELEN STACKHOUSE

Couldn't You?

It was an arduous task for the teacher to drum into her, youthful pupils the principles of arithmetic. "Now, listen," she said. "In order to subtract, things have to be in the same denomination. This is what I mean: Now, you couldn't take three apples from four peaches, nor eight marbles from twelve buttons. It must be three apples from four apples, and so on. Do you understand?"

The majority seemed to grasp the idea. One little youngster in the class raised a timid hand.

"Please, teacher," he inquired, "couldn't you take three quarts of milk from two cows?"—*New York World.*

"We are destroying the eyes of a large number of school children by the burden of continuous near work to which they are subjected," says Dr. F. Park Lewis, of Buffalo. He suggests as a remedy, in addition to the use of eyeglasses, reduction in the amount of work dependent directly upon the printed page. "Let us have more thinking and fewer books," he declares.

Sons of farmers in Down and Antrim Counties, Ireland, are named as the beneficiaries of a recent educational bequest of a million dollars.

Commercial Law

By George Harrison McAdam
New York City
Member New York County Lawyers Ass'n.

Sales of Personal Property

SIXTH ARTICLE



THE principal characteristic of *personal property* distinguishing it from *real*, is its mobility. Things *real* such as lands, trees and houses, are, generally speaking, immovable. Things *personal*, money, jewelry, clothing, household furniture, and so on, are said, in the law to follow the person wherever he goes; hence the term PERSONAL. The rules of law applicable to real property are quite different from those applicable to personal property.

Real property may become personal property. Thus a tree is real property so long as it is growing, but when it is cut down and made into wood, it becomes personal property and subject to the laws regulating personal property. Minerals in the earth are real property, but dug out of the ground, become personal. Fruit while on the tree was formerly considered real estate and did not become personal property until it had touched the ground. So fine was the distinction that a man who plucked apples from a tree, not his own, was held to be guilty merely of a trespass, the theory being that the apples not having touched the ground, were still real estate, and there can be no such thing as larceny of real estate. These old common law distinctions, however, have been largely altered by various statutes.

Again, personal property may be changed into real. Building stone, bricks and mortar, sold and delivered as personal property, when built into a house and incorporated with the soil, become real property. But when that house is pulled down in the course of time, the material of which it is composed, again becomes personal property.

Domestic and Wild Animals

Domestic animals, useful to man for food or service, such as cows, pigs, chickens and horses, are personal property. The ownership of wild animals in a state of nature depends upon occupancy. The deer, partridges and other game on a piece of land belong to the man on whose land they are while on the land. Animals naturally wild but which have been tamed belong to those who have tamed them if they really are tame.

Within the memory of the writer a case was argued at great length and went through all the appellate courts, as to the ownership of a canary bird which had escaped, it being contended that a canary was a wild animal whose ownership ceased with the loss of its control.

It is fully settled, now, however, that even the wildest of animals when securely caged, are subject to ownership. There is this difference between domestic and wild animals, that the owner of a wild animal can cease his ownership by simply freeing it; the title to domestic animals is always in some one.

Dogs and cats may be said to be in the twilight zone, some jurisdiction regarding them to be property and others not; others again, while holding that they may be the subjects of civil actions, have decided that they do not come within the criminal law and are not subjects of larceny.

Industrial Stocks, Bonds, Etc.

The wonderful growth of corporations, the evolution of commercial usage, the modern development of such utilities as water-works, gas and electricity plants, subways, elevated roads, have all contributed to add a great many things to the ever-extending list of personal property, such as bonds, shares of stock, certificates, etc., many not known at all, others barely alluded to in Blackstone's Commentaries, which contained a complete exposition of the law as it was in his day. Thus it

is only within a few years that gas and electricity have been made objects of larceny by special enactment.

Transfer of Title

A sale of personal property means the transfer of its title from one person to another for a certain money price. Where the sale is absolute, the transfer of title is immediate; where conditional, the title remains in the original owner until the fulfillment of some particular condition, such as the payment of a last instalment, or the meeting of a note when due. The exchange of one piece of personal property for another is not a sale but is known in the law as a barter.

Sales must be distinguished from the loaning or hiring of property, also from the pledging of property as security, in which cases the title never passes from the original owner.

When personal property is sent "C. O. D." which means cash on delivery, the title does not pass until payment is made. So that if an expressman, clerk or messenger delivers an article so marked, or for which the agreement has been C. O. D., and it is not immediately paid for, if its return is demanded, the refusal to return it would be larceny. In other words a person cannot compel a credit where credit has not been agreed for. But the seller will not be permitted to sleep on his rights. Delays in such cases are dangerous and if the seller does not demand the return of the goods within a reasonable time after such delivery without payment, a sale on credit will be implied. In such a case the seller could only sue for the price but could not retake his goods.

In all voluntary sales there is an implied warranty of title in the seller. There are, however, cases of involuntary sales, such as sales under execution, where a judgment has been obtained. In involuntary sales the auctioneer does not warrant the title, the auctioneer merely sells whatever "right, title and interest" the person against whom the execution has run has in the property at the time of the sale.

The prevailing rule with regard to sales of personal property as to warranty of quality, is known technically as *caveat emptor*, which translated, means *let the purchaser beware*. This general rule, however, does not excuse fraud nor concealment. Thus the improper labeling of goods would be a fraud on the purchaser, the purchaser having the right to rely upon the correctness of the labeling or marking of goods.

The Famous Statute of Frauds

The most famous statute limiting the ordinary power of people to contract for the sale of personal property is what is known as the Statute of Frauds, passed in England about 1677, and subsequently adopted in all of the various states, with some modifications in the wording. The original act, so far as it bears upon personal property, for this statute also embraces other subjects, was the 17th section, which provided that:

"No contract for the sale of any goods, wares, or merchandise for the price of ten pounds sterling, or upwards, shall be allowed to be good, except the buyer shall accept part of the goods so sold and actually receive the same, or give something in earnest to bind the bargain, or in part payment, or some note or memorandum in writing of the said bargain be made, and signed by the parties to be charged by such contract or their agents thereunto lawfully authorized."

The New York statute states the amount as \$50 or upwards, and instead of saying "Shall be allowed to be good" says that such contracts shall be "Void."

The object of this statute was to free the courts from disputes between parties depending upon merely verbal or oral

agreements. Where the property, the sale of which was in dispute, is of more value than \$50 the party should take the trouble to either make a memorandum in writing with regard to the terms of the sale, or else there should be part delivery at the time of the sale or part payment.

A memorandum in writing, however, can be made subsequent to the original transaction, in order to make the sale valid and the validity will date back to the time of the original transaction.

The statute of fraud applies to sales by auction. That is why auctioneers always insist upon a partial payment, no matter how small, irrespective of the responsibility of the purchaser. Unless there is part payment, there being no delivery, a bidder at an auction could repudiate his bid.

ROUND TABLE

An invitation, engraved in perfect taste, was received from the Peirce School, of Philadelphia, bidding us come to the Forty-Eighth Annual Graduation Exercises in the Academy of Music, on the evening of January 21st. The program included the following names: Presiding officer, Hon. John K. Tener, Governor of Pennsylvania; prayer by Rt. Rev. Philip M. Rhinelander, Bishop of the Diocese of Philadelphia (Episcopal); annual address by ex-President William H. Taft.

Two carpenters and a plumber from England have recently been traveling in Belgium. They were awarded vocational scholarships, by means of which they are investigating old and new methods of house construction.

Album Page, Engrossed by S. D. Holt, Philadelphia, Pa.—No. 2



In The American Penman Gallery



P. W. ERREBO,
Pittsburg (Kans.)
Business College.



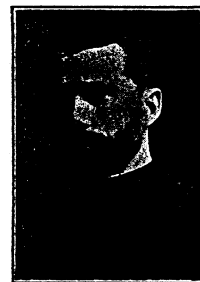
G. L. WHITE,
The Palmer School,
Philadelphia, Pa.



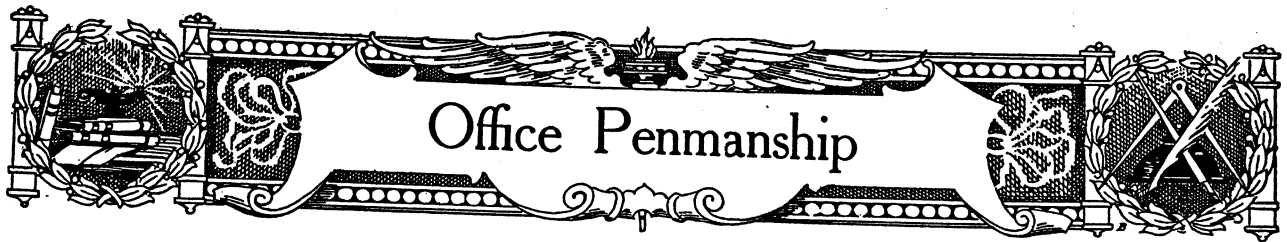
M. A. ADAMS,
Marietta (O.) Com-
mercial College.



MISS LYDIA KANGAS,
Suomi College, Hancock,
Mich.



BROTHER BERTIN,
C. S. C.,
Holy Cross College,
New Orleans, La.



By J. G. Steele, of The A. N. Palmer Co., New York—FIRST ARTICLE

IN submitting to the readers of the AMERICAN PENMAN specimens of Office Penmanship I shall give suggestions and copies as practical and helpful as possible from a standpoint of every day use of penmanship. The copies will include checks, expense tickets, record cards and book entries. An important thing in every business house is to know how to write a check properly. The check given here drawn to R. R. Krouse, was rapidly written and is a fair sample of every day work. Note the legibility of the figures and clearness of letter forms. To help every one concerned who must necessarily handle a check the name of the payee should be as legibly written as possible and the signature of the payor should not be so complicated as to make it impossible for bookkeepers to handle without referring to numerous records to ascertain to whom the credit belongs. By following these suggestions it will expedite the work of those who handle checks. Note that none of the figures have been combined. Each figure is written individually.

In the check for E. B. Smithson, note the entangled letter forms. This makes it difficult to read and requires extra effort and concentration. In writing the check number the two and four have been connected. This is very poor policy. Disconnect figures in all cases. In filling in the amount, \$4.00,

and writing the amount, four dollars, note the spaces left between the dollar sign and left end of the check. Always write your first figure close to the dollar sign and begin to write words at the extreme left and thus prevent inserting figures and words. Unless this is followed it leaves the check an easy prey to one wishing to increase it.

MODEL CHECK STUB

No. 1246-
 Date 1/6- 1914
 In favor of R.R. Krouse
 For Jan. 1/14/13
\$ 940⁰⁰
 Balance 940 -

WELL WRITTEN CHECK

No. 1246 New York 1/6 1914

American School Bank

Pay to the order of R.R. Krouse \$ 940⁰⁰/₁₀₀

Nine hundred forty & ^{no}/₁₀₀ Dollars

J.G. Steele
IN SCHOOL CURRENCY

BADLY WRITTEN CHECK

No. 2467 New York 1/6 1914

American School Bank

Pay to the order of E.B. Smithson \$ 4⁰⁰

Four & ^{no}/₁₀₀ Dollars

E.H. Brown
IN SCHOOL CURRENCY

The Lower Arm

THE FIFTH ARTICLE OF A SERIES

A GOOD deal was said in an earlier number about strong, well-developed lungs, but those who are beginning the practice of ovals, as well as those who are more advanced in writing, should give some attention to the value of strong lungs, and the ways of increasing their strength. Healthy, active lung tissues make for optimism, enthusiasm and success. Strong lungs make for good writing, because they make it impossible to hump over the desk. The individual who habitually fills his lungs to their greatest capacity with each inhalation will find a hunching posture unendurable; and in the same way, the student who will work to increase his lung capacity will gradually lessen his inclination to sit humped over his writing. A few minutes devoted to the following exercises will bring about satisfactory results.

Stand erect; arms hanging loosely by sides; pucker the mouth so that a small opening is left in front of the middle teeth, or directly in front of the tip of the tongue. Through this opening draw air into the lungs until they will hold no more. Then close the mouth completely, and exhale through the nose. Repeat several times, and do this exercise frequently during the day.

Bones of the Lower Arm

The lower arm is the muscular seat of good penmanship. Its development or lack of development spells success or failure in the acquisition of a rapid, readable, style of writing. The foundation for the muscles of the lower arm is composed of two bones; the larger of these, the ulna, is situated on the side with the little finger, while its

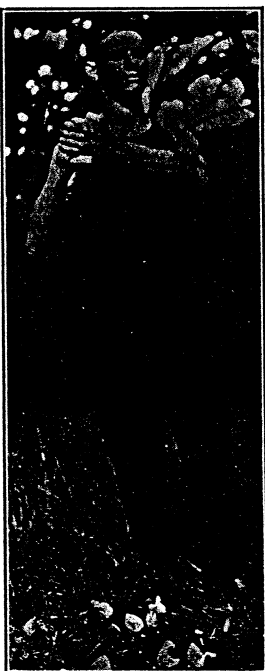


FIGURE 1

assistant, known as the radius, is on the opposite side and in line with the thumb. This smaller bone gains its name from its function of turning or radiating on the ulna, turning the hand with it. The turning of the hand from left to right shows this movement is possible only through this radiating quality.

Covering these bones, and giving shape to the lower arm, there are seven large and many small muscles, each performing an important work. The largest of these muscles is the supinator longus which is connected with the humerus of the upper arm, and by a tendon near the base of the radius in the lower arm. This muscle is of a fleshy character throughout much of its length, and when well developed is plainly visible. Its workings may be felt by placing the lower arm and hand, palm downward, on a table. This position is called pronate, and supination is effected by turning the hand over until its back rests on the table.

Another powerful muscle of the lower arm is the pronator radii teres, which translated means a round, smooth muscle, connected with the radius, and used in the act of pronation.

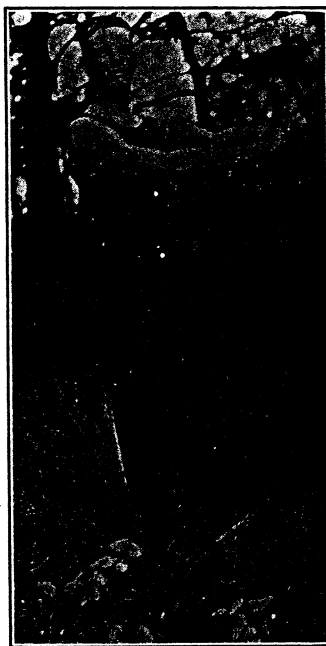


FIGURE 2

This is a two-headed muscle, similar to the biceps of the upper arm. Bernarr Macfadden, authority on physical training, says that "Gripping and lifting work should be called for often," and goes on to add that when the supinator and pronator muscles are well developed, the wrists will share in the benefits. There is a muscle in the lower arm that extends even beyond the wrists in its duties. This is the extensor communis digitorum which means that it is an extensor muscle affecting the fingers. To each finger it sends a tendon, and these tendons control to a great extent the action of the hand. The act of opening and closing the hand brings these tendons of this great muscle into evidence, and their course may be easily followed. Because of the close relation of the forearm and the wrist, it is apparent that any exercise that will affect one will extend to the other. For this reason, the exercises for this month are arranged to directly affect both parts of the arm.

Exercise 1

Clasp the hands together as indicated in Figure 1. Grip the hands tightly and then relax. Repeat ten times, and then change to the left side, alternately gripping and relaxing the muscles of the forearm. This is very effective in developing the large muscle which forms the cushion of the arm while writing. It also develops the muscles of the back of the arm, increasing accuracy in execution. Study the illustration closely.

Exercise 2

This might be considered a finger exercise, but if you will study it closely you will see that it also affects the wrist. With each finger resist the strength in your thumb; endeavor to overcome each with the other, at the same time tensing the wrist. Begin with the finger next the thumb and extend your resistance work between the fingers of that hand and the thumb of the other. Then change to the other hand. Continue until your fingers and wrists are tired, but not fatigued.

Credit is due to Prof. Tweed H. Stafford, who has posed for the illustrations in this series of articles. Professor Stafford is a model young man, an accomplished athlete, and experienced teacher. I especially urge PENMAN readers to study the illustrations of the past few months, and those which will be presented during the future.

(Letters regarding anything in Physical Culture may be sent to Mr. Bunker at Colby, Kan.)



Business English

By Josephine Turck Baker
Evanston, Ill.
Author of "The Correct Word"
and other text books

Introduction of Letters in Which Business Titles Are Required—THIRD ARTICLE

Business Titles

MODEL 1

Mr. James B. Blank,
President, U. S. Mfg. Co.
Chicago, Ill.
Dear Sir: Your letter, etc.

MODEL 2

Mr. B. H. Brown,
Department Manager, Ill. Mfg. Co.
Dear Sir:
Your letter, etc.

Although many persons write the title immediately after the person's name, the forms given above are preferable, for the reason that the title of *President* or *Manager*, for example, is not separated from the name of that which is presided over or managed.

The titles may be abbreviated to read, respectively, *Pres.* and *Dept. Mgr.*

The comma after the title (*President, Manager*) indicates the omission of *of* and *the*.

Special Forms of Introductions

Firm Composed of a Man (or Men) and Married Woman or Women)

Mr. John Gray & Mrs. Jane Brown,
Chicago, Ill.
Dear Sir and Madam:

or

Messrs. Gray & Black and Mesdames Brown & White,
Chicago, Ill.
Gentlemen and Ladies:

Firm Composed of a Man (or Men) and Unmarried Woman (or Women)

Use *Miss* and *Misses* in the place of *Messrs.* and *Mesdames.*

Firm Composed of a Married Woman (or Women) and a Single Woman (or Women)

Mrs. John Brown & Miss Jane Green,
Chicago, Ill.
Ladies:

or

Mrs. John Brown & Misses Green & White,
Chicago, Ill.
Ladies:

or

Mesdames Brown & White and Miss Green,
Chicago, Ill.
Ladies:

Firm Composed of Two or More Unmarried Women

Misses Green & White,
Chicago, Ill.
Ladies:

Firm Composed of Two or More Married Women
Mesdames Brown, White, & Green,
Chicago, Ill.
Ladies:

Brown & Green, Inc.

Messrs. Brown & Green, Inc.,
Chicago, Ill.
Gentlemen:

The Toggery

The Toggery,
Chicago, Ill.
No salutation.

A Clergyman and His Wife

Rev. Mr. and Mrs. Gray,
Chicago, Ill.
Dear Sir and Madam:

or

Dear Mr. and Mrs. Gray (or My dear, etc.).

A Doctor and His Wife

Dr. John and Mrs. Blank,
Chicago, Ill.
Dear Dr. and Mrs. Blank:

More & More Iron Works

More & More Iron Works,
Chicago, Ill.
No salutation.

H. R. Edland's Electrical Works

H. R. Edland's Electrical Works,
Chicago, Ill.
No salutation.

San Pedro Meat Market

San Pedro Meat Market,
Chicago, Ill.
No salutation.

Thompson's (Business Firm)

Thompson's,
Chicago, Ill.

No salutation, *store* being understood.

John Wanamaker

Mr. John Wanamaker,
New York City.
Dear Sir:

Titles Used in Secular Professions.

To the President of a College
President John L. Blank, LL.D.,
Northwestern University,
Madison, Wis.

Dear Sir:

Note.—If the president of the college is a clergyman, the first line of the address should read:

Reverend John L. Blank, LL.D.,
President, Elmhurst College,
Elmhurst, Pa.

Dear Sir:

Note.—Other forms of the salutation are "Reverend and Dear Sir" and "Reverend Doctor."

To a Professor

Professor John Blank, Ph. D.,
Department of Chemistry,
Madison, Wis.

Dear Sir:

In the case of intimacy, the salutation may read: "My dear Professor," or "My dear Professor Blank." (*Professor* must be written in full in both instances.)

or

Dr. John Blank,
Professor of Chemistry
Madison, Wis.

Dear Sir:

In case of intimacy, the salutation may read: "My dear Doctor (or Dr.) Blank," or "My dear Doctor." If the name is omitted, *Doctor* must be written in full.

Note.—The title of *Doctor* is used only if the holder is properly entitled to it.

The title of *Professor* is properly employed only when the teacher holds a scholastic degree.

To a Physician

Dr. John Blank,
Chicago, Ill.

or

John Blank, M. D.,
Chicago, Ill.

Dear Sir:

Dear Sir:

In case of intimacy, the salutation may read: "My dear Doctor (or Dr.) Blank." If the name is omitted, Doctor must be written in full.

Note 2.—It is not correct to use the title *Mr.* or *Dr.* when the degree *M. D.* is used; thus: "Mr. Hiram Smith, M. D.," or "Dr. Hiram Smith, M. D.," must never be used.

To a Lawyer

Mr. John Blank,
Attorney at Law,
Chicago, Ill.

or

John Blank, Esq.,
Attorney at Law,
Chicago, Ill.

Dear Sir:

Dear Sir:

Note.—The title may immediately follow the name; as "John Blank, Esq., Attorney at Law."

The double title "Mr. James Brown, Esq.," is incorrect. In the case of women holding official positions or possess-

ing titles, the same rules obtain as in the case of men. Thus, a woman is addressed as *Doctor* or *Professor*, etc., the same as if she were a man.

Esq. applies especially to members of the legal profession. It is often used, however, interchangeably with *Mr.*

MODELS

Miss Mary Gray, A. M.
President, Wayland College,
Wayland, Ohio.

The salutation, "Dear Madam," is generally employed when the person addressed occupies a dignified position.

Note.—When there is sufficient acquaintance, the form "Dear Miss Blank," or "My dear Miss Blank" may be used.

Mrs. Mary Blank, Ph. D.,
Professor of English Literature,
Wayland College,
Wayland, Ohio.

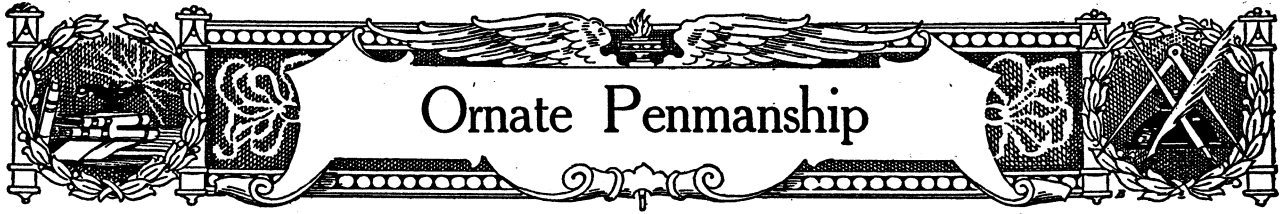
or
Dr. Mary Blank,
Chicago, Ill.
Dear Madam:

Dear Madam:

Winners of The American Penman Certificate of Proficiency
Rigby (Idaho) High School, D. A. Hiles, Instructor



Left to Right, Top Row—D. A. HILES, INSTRUCTOR; MAZIE OLSEN, HANNAH HATCH, IRA BROWN, JULIA ROBERTS, MARVEL BARROW, OPAL BEACH.
Middle Row—ANNA LOTT, MARY DAVIS, ELMA LEE, HAZEL KINGHORN, BRENDA HARROP, LEONA HILL.
Bottom Row—KIMBER LESSEY, ARMELIA GROVER, THOMAS CUTHBERT, NORMA SAXTON, DAVID JONES.



Ornate Penmanship

By S. E. Bartow of The A. N. Palmer Co.—SIXTH ARTICLE

MOST amateurs seem to think that the sum total of Ornate Writing is plenty of indiscriminate flourishes and a supply of splashy shades placed at random, but a close observation of the work of the present-day masters of this style of handwriting reveals the fact that all these things, dear to the heart of the amateur, are conspicuous by their absence in REAL professional writing. The more you study the work of those skilled in Ornate Writing, the more of method and purpose you see in every line and shade. The amateur in the second stage of this kind of writing usually thinks if he can make good capital letters his labors are ended; but to the professional, the ability to make beautiful and accurate small letters gives the same satisfaction as his skill in making beautiful capitals.

The foregoing is intended to arouse some interest in those

who lack inclination and ability to make small letters accurately and well.

The stem and loop letters are given this month. Assuming that you already know the relative height and proportion of these letters, only hints on their general appearance will be given. Many think the square shades on the t, d and p are made without retouching—but if any penman can do this, let him come forward. The late Uriah McKee of Oberlin, Ohio, had more skill in doing that particular thing than anyone known to the writer. He could do it best with a straight penholder. The little check at the side of the stroke shows how it is usually done.

Loop letters may be made a trifle higher than in business writing.

Practice with head as well as with hand.

U U U U U Tenement tournament t t t t
d d d d d Timid addition demand
p p p p p pint payment prompt
q q q q q quinine quietus quintet
l l l l l illuminate luminous limit
h h h h h humming handsome haunt
b b b b b becoming beautiful banana
k k k k k kalsomine kindness kismet
f f f f f famine fundamental fount
g g g g g gaming gauging gamut
j j j j j joining jejune juxtaposition
y y y y y yeomanry youngman young
z z z z z zounds zouave zenith

Practical Lettering

By S. E. Bartow—SIXTH ARTICLE

REFERENCE was made some time ago to the importance of the scrap-book to those who expect to excel in the art of lettering. This scrap-book should contain the greatest possible variety of styles of lettering, and should be kept up-to-date as styles are constantly changing.

Mr. Harry L. Gage in a recent number of the *Inland Printer* says: "The inspiration of 'the other fellow's work' is never to be denied, be it by favorable or unfavorable contrast with our own. Though a critical few would damn with the suspicion of plagiarism the man who goes too frequently to his scrap-book, no moral law will make him cease to avail himself of the stimulus that comes with the intimate study of any good work. It is not thievery to be stirred into action by another man's skilful expression of his

ideas. Nor is it piracy to be a frank imitator of a style that is good."

Hence the scrap-book—the "wee nippy" of mental stimulant for the letterer and designer.

It is a very difficult task to originate a letter, and as imitation is not considered piracy, we are frank in confessing the style given this month is not entirely original with us. It has for its theme the beautiful Italian style now in great favor, but the broadpen treatment makes it practical and rapid for certain kinds of display card work. It is what would be termed a rough-and-ready style, but with careful attention to spacing, strength and general appearance, it is quite effective. Below is a card showing the practical application of the style. Skill comes only from practice.

A B C D E F G H I J K
L M N O P Q R S T
—→ U V W X Y Z ←—
a b c d e f g h i j k l m n o p
* q r s t u v w x y z *

	S tationery * | | |
	* Depar tment
	—Bartow



Symposium on Duties of Supervisors—Continued from last month

PENMANSHIP teachers in public and parochial schools all over the country, and supervisors, continue to show their interest in the answers to the questionnaire sent out by the PENMAN. Many letters to the editor, expressing appreciation of the great value of the information in the printed answers, are being received. As was said at the beginning of this symposium, it is intended to bring out and collate data which may form the basis of a standard and guide for the profession. The following is the list of questions:

1—To what extent should the supervisor of penmanship in a public school system be held responsible for the progress of the pupils in this branch?

2—To what extent should the grade teachers in public school systems where supervisors are employed be held responsible for the progress of the pupils in writing?

3—Is it possible for the supervisor who sees the pupil infrequently, and perhaps in some cities no oftener than once a month, to teach the pupils practical writing?

4—Would it be possible for a supervisor in a small place, who could give a lesson to all the pupils once a day, to teach these pupils to write well if the grade teachers were not interested?

5—If the grade teachers should be held responsible for the writing of their pupils, just what work should the supervisor do?

6—Assuming that teachers cannot teach that which they do not know, is it necessary that those in charge of the grades and teaching the various objects should be taught how to demonstrate and teach practical writing?

7—If the teachers should be taught, how often should the supervisor meet them for drills and discussions?

8—How high a standard of efficiency should be required of the grade teachers?

9—Presuming that in some places the teachers might object to practicing penmanship, to what extent should the influence of the supervisor be used to induce them to do so?

10—If teachers do not respond to the requests of the supervisor and learn how to demonstrate and teach writing, to what extent should the authority of the school officials be enlisted?

11—If the grade teachers respond cheerfully and extend to the supervisor their sympathetic co-operation, to what extent should the supervisor give model lessons in their classrooms as a part of the normal training?

The printing of the answers to these questions was commenced in the November, 1913 issue, and continued in the December and January issues. The following answers were selected from those still unpublished:

F. O. Pinks, Supervisor, Public Schools of Erie, Pa.

1—To no extent.

2—All the responsibility for improvement should rest upon the teachers.

3—It is impossible for one teacher to teach any subject successfully to five thousand or more pupils. If it is possible for a supervisor to teach penmanship successfully to thousands of pupils, why cannot other subjects be taught successfully by supervisors? Why not employ one supervisor for each subject taught, place each building in charge of an itinerant disciplinarian (the janitor might act in this capacity), and thus save the heavy expense of employing teachers?

4—Keeping pupils in erect healthful positions and using relaxed muscular movement during one period a day, will not develop rapid, legible, tireless writing, if during other periods they are allowed to fall back into cramped, distorted positions and to write with rigid finger movement. This is just what happens, however, no matter how small the school system may be, if there is not intelligent and sympathetic co-operation on the part of the teachers.

5—It is the province of the supervisor to instruct the teachers in practical writing, and in methods by which they, in turn, can instruct the pupils. If the publishers of the penmanship text used do not conduct a department of criticism to which the teachers may send their practice pages, then the supervisor should, so it seems to me, organize such a department, that the teachers may have their own faults in execution pointed out. He should further help the teachers by having them witness model lessons in the various rooms so they may become familiar with the most approved methods of overcoming all bad writing habits.

6—It is not only necessary but indispensable, as I have tried to show in my answers to preceding questions.

7—It is inconceivable to me that a teacher can guard her pupils against pitfalls that she isn't aware of, or that she can talk intelligently about a subject that she hasn't thoroughly investigated. If she has not thoroughly investigated it, it seems to me highly essential that the teacher be induced to practice a few minutes each day; that her work be carefully and intelligently criticized by a competent critic, and that this program be continued until she is able to do well, and in the right way, the things she proposes to teach. Under this plan, once a month, it seems to me, is often enough for conferences and discussions.

8—She should be able to demonstrate position, movement, relaxation, etc., in a manner easily understood by pupils, and to write a hand that has perfect legibility, strength of line and grace. She should also know the successive steps which lead from movement development to legible, rapid writing of a kind that becomes a permanent habit, and be able to detect at a glance any fault in the pupils' writing methods that will retard progress.

9—To the extent that their objections be overcome, although his methods of overcoming them should, of course, be tactful and most inoffensive.

10—In case the teachers refused to cooperate, it would seem to me to be entirely fitting to acquaint the school officials as tactfully as possible with the facts, and ask that they make such suggestions to the teachers as may be needed. If this fails of the desired result, the supervisor must either suffer the humiliation of being a helpless parasite, or be manly enough to hand in his resignation. Fortunately, however, school officials everywhere are awakening to the disconcerting fact that public school penmanship has not in the past been successfully taught, and are quite ready to listen to, and act upon, any suggestions that promise better results.

11—As often as the needs require and time will allow.

Percy Watkins, Supervisor, Public Schools of Ashland, Ore.

1—The supervisor should see that the teacher and pupils understand all points in the lesson, in regard to position, movement and the drill.

2—As the grade teacher has charge of her pupils all day for five days a week and has charge of the other written work besides the drills, she knows conditions better than any supervisor and ought therefore to see that the pupils do the best they can.

3—No.

4—No. What does twenty minutes work amount to compared to all the other written work done in all sorts of positions?

5—Visit the rooms and actually see that everything is as it should be.

6—Yes.

7—As often as possible.

8—The best.

9—If the superintendent and the teachers object—the supervisor cannot do very much—except to teach as much as possible.

11—The supervisor should encourage and criticise their work just the same as pupils' work.

Elisabeth M. Johnson, Commercial Teacher, Public Schools of Sturgeon Bay, Wis.

1—It lies with the supervisor to plan the writing work well, and then insist that his plans be carried out, by means of sure and up-to-date methods. To this extent the supervisor should be held responsible for the progress of penmanship pupils.

2—Grade teachers have not all had equal amounts of penmanship experience but, good methods may be learned from a supervisor, and with willingness on the part of the grade teacher to learn about counting, position, exercises which should be used together, etc., a knowledge of the subject will grow rapidly. The grade teacher should be held responsible for the progress of her pupils in writing to the extent of her ability to grasp the supervisor's suggestions and plans. Her quickness at knowing her difficulties and gaining help, and for the full amount of interest she is able to put into the work.

3—Although a supervisor can give a great many helpful suggestions which bear upon practical penmanship, during infrequent visits, the real teaching of practical writing falls to the teacher who should have a clear understanding of what practical writing is herself and make it permanent by practice and application.

4—As a supervisor I know that with one lesson a day to all pupils, I could teach the pupils to write well even if the teachers were not interested. Of course, if the teachers are interested that means the added attention from them which should shut out carelessness in writing which is apt to creep in through other written work.

5—If grade teachers are to be held responsible for writing of their pupils, supervisors should see that good methods are being used, that plans given are progressive. That he or she is keeping in line with the country's best supervisors.

6—Penmanship is too important a subject to be trifled with by one who does not know how to teach the subject. Rather than have the subject neglected entirely, or wrong habits formed by poor teaching, the teacher should be ambitious enough to take a course in penmanship herself, and besides that secure the advices of the best penmanship teacher she knows, or of a supervisor of the subject, and from them be willing to learn best methods of teaching the subject. A good penmanship magazine is a great aid to inexperienced as well as experienced teachers.

7—I meet my teachers once a week. I find that I can lay down their work much more explicitly for a short time, and that they on the other hand can carry out my plans so much better for a short time than if laid out for a long period. As to drills given them, they should be frequently given, the more kinds the better.

8—A very high standard of efficiency should be required of grade teachers, provided they have a supervisor who does the right thing. And then too, considering the importance of the subject, there is hardly an excuse for not being efficient in penmanship in this day of magazines, summer schools of penmanship, and expert penmen.

9—If there be a feeling against practical penmanship, the supervisor should be the last person to give up efforts to secure it. The supervisor is a fit person to argue for the same, being in most cases a natural lover of penmanship himself. The spirit the supervisor puts into his work should be contagious.

10—If teachers have an opportunity to learn how to demonstrate and teach writing and then do not do it, they do not have a proper teacher spirit and make themselves much less valuable as teachers. School officials would surely be justified in telling them that they are not doing their duty and that another year their services might not be solicited.

11—With harmony between teachers and supervisors, an ideal condition exists. As to model lessons it seems that they should be given often at first, at least until it is certain that the teacher knows just what is expected of her; even if it does not seem to the teacher that she could go ahead and teach, without ever having seen penmanship taught, and acting upon suggestions only, she will never know so well what is expected of her until she really sees it done. After the teacher becomes grounded in her work, I would advise perhaps one model lesson a week from which the teacher may glean added ideas to be used in her work, and during which time pupils may learn that the penmanship supervisor also takes pride in their progress as well as their own grade teacher.

Miss Carrie Schartle, Supervisor, Public Schools of East Liverpool, Ohio

1.—The supervisor is responsible for the pupils' progress in penmanship.

2.—The grade teacher should be held responsible for the progress of her pupils in writing to the same extent that she is held for reading or arithmetic. If she has a supervisor of this subject, she should excel in it.

3.—A supervisor cannot get results if she (or he) visits a room only once a month. Her visit should stimulate interest in both teacher and pupil. She can show them how to correct mistakes and improve speed, but the progress of the pupil is in the hands of the grade teacher.

4.—A set writing period is only one phase of writing. The true test of writing is the pupil's ability to use muscular movement in all of his written work. Therefore, the supervisor who sees the pupils even every day will not get good results unless the grade teacher, who has all their written work, is interested in penmanship.

5.—The supervisor has the responsibility for the progress of the grade teachers. She should help them: (1) Stimulate and maintain interest; (2) to demonstrate every phase of the work and give the correct counts; (3) outline the work, so the pupil will progress; (4) to correct mistakes, from help given in model lessons.

6.—Yes, it is most essential that grade teachers know how to demonstrate the work. To me the most important work of the supervisor is to show the teacher just how to do this.

7.—If the system of muscular writing is just being introduced, the supervisor should meet the teachers every two weeks; then, if the work progresses, once every four, six or eight weeks. The next year those teachers who have made good should be excused from most of the meetings.

8.—If the Palmer Method is the system taught, every grade teacher should hold a teacher's certificate.

9.—The supervisor should be the head of her department, and her orders should always be respected by the teachers. If the teachers fail to respond, then the supervisor should exert her authority and command them to do the work.

10.—The supervisor who gets results is the one who has the co-operation and respect of the entire school board. Then, if one or more of the teachers do not respond, her duty would be to report them, and her school board should see that her requests be honored.

11.—When there is good co-operation between teachers and supervisor, the latter should give model lessons at least once a month in each room.

J. P. Willis, Supervisor, Public Schools of Winona, Minn.

1.—To the extent of making her subject so interesting that pupils will do the work.

2.—In carrying out all instructions.

3.—Depends upon the interest shown by teacher.

4.—No.

5.—Lay out all work and have teacher understand she is responsible.

6.—It certainly is.

7.—Once a month at least.

8.—Just as high as in any other subject.

9.—To the extent of having them do the work which can be done in a pleasant manner, and get what you are after, if done in the right way.

10.—I would never advise official authority. The response can be gotten with no trouble.

11.—Often as possible, as it is a stimulus.

REMARKS.—I have a system of marking pupils' work once a month which I find an excellent idea, as teachers of like grades compare marks, and no teacher likes to have the lowest

marks. Pupils don't like it, either. I find it a great help in keeping a high standard.

I rely much on the principals to get good work. They, in a way, are responsible for the work of their teachers. By keeping in close touch with them one need never have any difficulty, as a room-teacher knows she is not only responsible to supervisor for good work, but also to the principal. Never have had any trouble in getting teachers interested. Do not drive, but lead them on, and all will come right and satisfactory.

Writing contests, too, are a help to get teachers interested.

A supervisor of writing must be full of life and interest. Encourage both teacher and pupil. Praise goes a long way.

E. V. Deason, Supervisor, Public Schools of York, Nebr.

1.—The supervisor of writing should not be held responsible to any great extent for the progress of pupils in writing class.

2.—If the supervisor is the right kind of a person for the place and does his duty in instructing and drilling teachers, and gives a model lesson in each room two or three times a month, the teacher should bear most of the responsibility, for she is with her pupils all the time and should see that pupils maintain correct posture and use muscular movement in all written work.

3.—It is utterly impossible.

4.—Not unless his personality is so strong that it will influence pupils to observe position and movement in all written work, even in his absence, which is possible, perhaps, but hardly to be looked for.

5.—The supervisor of penmanship should instruct and drill the teachers, give model lessons in their rooms, and plan and systematize the work for them.

6.—It is absolutely necessary.

7.—This will depend on the ability of the teachers. If they write poorly and have little ability to instruct in the subject, they should be drilled once a week, or as often as possible, until they write fairly well and teach intelligently.

8.—A pretty high standard should be required. They should be able to sit in correct posture, hold pen properly, apply the movement and write fairly well on paper. Teachers, especially primary teachers, should be able to write well on the blackboard for the purpose of explaining drills, illustrating faults, and also to inspire the pupils and win their confidence.

9.—To the fullest extent possible.

10.—If the teachers do not respond cheerfully and cooperate with him in the work, it is usually the supervisor's fault, and hence would be of little use to enlist the authority of the school officials. If the supervisor shows a strong personality, is able to hold the attention of the class, and can give a good model lesson, nine times out of ten the teachers will work enthusiastically with him and be anxious to follow his plans and methods.

11.—This depends, again, on the ability of the teachers. If they write and teach well, an occasional model lesson is sufficient. If they do not write and instruct well, drills and model lessons should be given more frequently.

Allan E. Herrick, Supervisor, Public Schools of Manchester, N. H.

1.—Only for the outline of a simple, workable, sensible, efficient plan of work for the grade teachers.

2.—To the extent of prompt, efficient, interested development of the plans formulated by the supervisor.

3.—It would be impossible for the supervisor to teach the pupils practical writing under such circumstances.

4.—No.

5.—Instruct the teachers in every way possible to attain efficiency. The supervisor will have enough to do.

6.—It is absolutely necessary for the teacher to demonstrate and teach practical writing.

7.—If possible, at their individual schools once a week, or at another designated place once in two weeks.

8.—Each teacher should secure a certificate of writing.

9.—The teachers cannot object, for their own good. If they do, they should be reported by the supervisor and be dropped by the school board.

10.—The school committee should promptly back the authority of the supervisor up to the extent of dismissing a rebellious teacher for good and sufficient reasons.

11.—A short model lesson should be given at every visit of the supervisor. He should encourage the teacher.

SUGGESTIONS.—The committee electing the supervisor should see that the supervisor has sufficient and ample authority in

the development of his work, and a notice of his authority be sent every teacher with whom he will come in contact.

The supervisor should be elected outside of politics and be a man or woman of long teaching experience and pleasing personality, a person of wisdom and tact, alive and efficient—and a good penman.

Miss Emma Hagenstein, Teacher Public Schools of Rock Springs, Wyo.

1.—I believe the teacher, and not the supervisor, should be responsible for the progress of the pupil. Just imagine what an awful amount of work that would mean for the supervisor. She cannot always know conditions, and if she looked after this, much information would have to be gleaned from the teacher in charge, so the latter could look after it with less trouble. The teacher, if necessary, should consult with the supervisor.

2.—If I were supervisor, I should expect my teachers to see that certain work was accomplished, and if they found it an impossibility, to report such cases, with reasons, etc. From this report we would determine whether or not enough progress has been made and take measure to overcome any difficulties.

3.—As I understand it, the supervisor teaches the pupils through the teacher. Much help may be given the teacher if the supervisor occasionally teaches the pupils, for she may in this contact with them be better able to advise the teacher. But it would depend upon conditions as outlined in Question 11.

4.—Yes, decidedly—providing the supervisor is made of the right "stuff." She can create enough enthusiasm and interest so that they would want to use the movement in all their written work, without a reminder from the grade teacher.

5.—Duties of the supervisor. Ahem! Teach the teachers how to write, if they do not know how; and, if they do, teach them to improve, if they have not reached the highest point of efficiency. Along with this, the teachers should be taught how to teach it. Outline the work for the teachers as to their peculiar and particular needs. Whether or not a teacher gets results might be determined by examination of some of the pupils' work and visiting classes. I believe the supervisor should see some of the work done by pupils in order to know whether or not the teacher is doing the right kind of teaching.

6.—Most assuredly.

7.—As often as necessary; at least once a week.

8.—They ought to have the Palmer Teacher's Certificate. They would at least know the fundamentals if they possessed this, and I think the supervisor should meet them for improvement in forms.

9.—A teacher of any subject should at least know something of that subject, and if she teaches a subject under supervision, she ought to do anything reasonable demanded by the supervisor. Seems to me that it would be absolutely necessary for the teacher to practice in order to get results.

10.—If a teacher is engaged by a board to teach penmanship under supervision, I should think she ought to be reported if she utterly failed to comply with reasonable requests.

11.—Just as the teacher needs it. If I were a teacher and was getting good results, I would not want a supervisor to take charge of my class (i. e., if she were much better as an instructor than I) for fear I'd lose some of the confidence of my class because of their recognizing a superior. While on the other hand, if the supervisor visited my class and noticed my faults, I would try to correct them, with her aid, without the practical demonstration, and my class would go on thinking that I was about right. If I were not getting results and did not follow suggestions, I think the supervisor would be entitled to "show me off" and see if she could not get me to put forth the right effort in order to hold my class.

Miss Sue Edna Andrews, Teacher, Commercial High School Darby, Pa.

1.—If only some of the rooms in a school or schools have made satisfactory progress, then the fault in the other rooms is probably lack of co-operation on the part of the teacher.

2.—Each teacher should be held responsible for her own room.

3.—The supervisor cannot teach practical writing to the pupils. She can show the pupils, and teach the teachers, and help to put inspiration and enthusiasm into the work.

4.—In a small place, where the teachers are not interested

and the supervisor can teach once a day, if she has enough of personality and enthusiasm to instill into the pupils a desire to excel, they might get very good results, but not as good as could be gotten if the person who is with them all the time does her work.

5—The supervisor teaches the teachers, plans the work so there is uniformity in the grades, keeps up the enthusiasm in both teachers and pupils, and helps each teacher see where her weak points are.

6—It certainly is necessary that each teacher learns how to do it, otherwise the pupil will be practicing in a wrong way without the teacher knowing it; or, if she does know it, unless she has overcome the same difficulty she won't be able to tell the pupil how to overcome his fault.

7—If a supervisor can meet her teachers once a week she has an ideal condition. In large cities that is not possible, but it is possible to meet them once a month or oftener. They should be taken in groups, as the primary teacher presents the work a little differently from those in the higher grades.

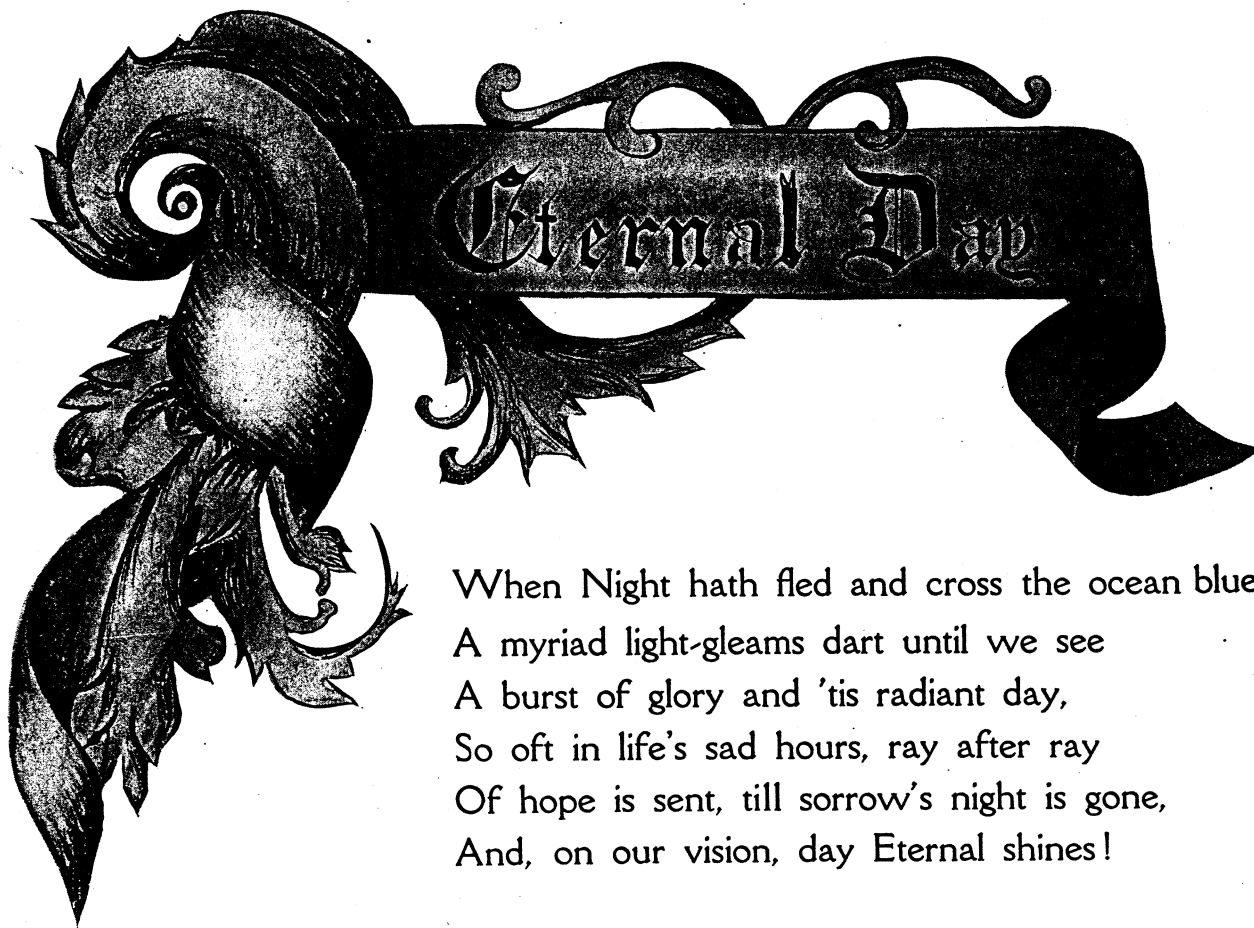
8—Each grade teacher should be able to use the movement in her regular work and with a fair degree of skill.

9—The supervisor should explain why it is necessary for them to learn and the advantage it will be to them, etc., and usually she can get them all to work.

10—If a teacher refuses to prepare herself, then the superintendent should be appealed to and the teacher compelled to prepare herself to teach that subject, just the same as any other branch, if she wishes to be employed in that town.

11—The number of model lessons given by the supervisor would depend on the size of the place, etc. In beginning the work in a new place, the supervisor should give a model lesson each time she entered the room, for the first few months, until the teachers gained some confidence in themselves. As soon as possible the supervisor should allow the teacher to present the lesson, when she is in the room. The pupils will have more confidence in their teacher if she teaches with the supervisor present, and the supervisor can help the pupils and also see where she can privately help the teacher afterward. Nothing but praise should be given before the pupils. Some teachers need much more help than others, and so the supervisor should be allowed to use her own judgment, to a certain extent, in visiting the rooms.

Album Page with Verse, Designed and Composed by Madeleine Meegan Ryland, Graduate of St. Mary's Academy, Notre Dame, Ind.



When Night hath fled and cross the ocean blue,
A myriad light-gleams dart until we see
A burst of glory and 'tis radiant day,
So oft in life's sad hours, ray after ray
Of hope is sent, till sorrow's night is gone,
And, on our vision, day Eternal shines!

In New Zealand all males are obliged to do military drill from 14 to 21 years of age, and schools are required to withhold scholarship grants from any student who cannot prove that he has complied with the provision of drill. Much opposition has developed, especially among school men, according to the American Peace Society.

A one-year course in tanning has been established by Pratt Institute, Brooklyn, N. Y., in co-operation with the National Association of Tanners. The course is for men already employed in the tanning industries or high school students without practical experience who wish to take up tanning.

THE ROUND TABLE

"A man, sir, should keep his friendship in a constant repair"

The majority of our readers will recall the last article in the splendid series on "Commerce and Industry" by L. C. Rusmiser, principal of the Omaha High School of Commerce. This article was entitled "Advice to Teachers About Working Material" and included a list of reference books, pamphlets and articles dealing with commerce and industry, which all teachers would find valuable in their work. Probably such a list of books had never before been compiled and published. In this list was "History of the Northwestern Line." The following letter was received from Mr. W. H. Stennett, auditor of expenditure of the Chicago & Northwestern Railway Company, 226 W. Jackson Boulevard, Chicago:

December 5, 1913.

THE AMERICAN PENMAN:

Gentlemen: Some years ago (4 or 5) we published a brief history of our lines and I placed some thousands in libraries, schools, etc. As a rule the receipt of the book was duly acknowledged, and there the matter ended. Within two or three months we have had *hundreds* of applications for the book from schools. Some have been asked for as text books and in some cases to the extent of thirty-five to fifty copies per school. Free of cost, of course, as none have ever been sold. Curiosity prompted me to try and "dig out" the cause of these applications, and I have traced it, so far, to THE AMERICAN PENMAN, published by you. I am told the September 1913 issue of THE AMERICAN PENMAN has done the work.¹ If you will send me a copy of that number I will be obliged. Please mark the wrapper "Personal" so that the paper may reach my desk.

Truly yours,

W. H. STENNETT.

¹I am told the article I am after was printed on page 16 of the September number. W. H. S.

Mr. A. E. Walk, an expert penman and efficient teacher of practical writing in the Highland Park College, Des Moines, Iowa, recently sent us many attractive specimens of muscular movement practice from his students. We were asked to decide which student had made the most improvement and which did the best commercial penmanship. Many of the students were so close together in improvement as well as in the excellence of their writing that the contest was a most difficult one to decide. However, the conferees in the office of the AMERICAN PENMAN finally decided that the greatest improvement was made by Jennie McCauley, and that Birdeva Trenary sent the best specimen of rapid easy writing. Among the other pupils whose penmanship showed unusual improvement and who sent excellent specimens of writing were Gertrude Heggen, J. M. Sterrett, Herluf Hansen, George A. Ohlendorf, Mattie P. Wright and Maud Zimerman.

The pupils of the high school, Iron Mountain, Mich., are greatly interested in practical penmanship. Two hundred of these pupils recently signed a petition asking Mr. W. P. Potter, director of commercial branches in the high school, to teach them after regular hours. In this movement Mr. Potter was backed and helped by the principal of the high school. The two hundred pupils were divided into four classes, each section meeting once a week.

We have received from Mr. W. C. Locker, supervisor of penmanship in the Richmond, Va., public schools, who is also at the head of the commercial department of the high school, various blanks and forms to be used in his night school work. Mr. Locker has organized his night school under a co-operative plan, and in connection therewith has organized and is conducting a savings bank. Twelve hundred and twenty-eight pupils have enrolled in the night school, and early in December over \$700 had been deposited

in the night school savings bank. The school is entirely free except to non-residents, who are charged a nominal fee. The various blanks used in this night school are very interesting. The record card showing the name, address and age of student, name and address of parents or guardian and employer, and heads of departments under whom employed, a circular letter addressed to the employers of the pupils asking for their co-operation, the schedule blank and other blanks that are used to facilitate the work and make it practical, are unusually interesting.

Mr. R. L. Dickensheets has accepted a position as penmanship instructor in the Colorado Business College, of Boulder, Colo. Mr. Dickensheets has long been an expert penman as well as a demonstrator and teacher of plain, unshaded, coarse pen muscular movement writing, and we think that the Colorado Business College has made a wise step in engaging his services.

Mrs. Anna M. Crouse is teaching penmanship to 450 of the enrolled pupils of the new Lincoln High School, Los Angeles, Calif. There is no better teacher of penmanship in America than Mrs. Crouse. She is full of enthusiasm for her subject and her methods of teaching are what we might properly term inspirational. Mrs. Crouse writes an unusually attractive, plain, unshaded hand of the Palmer Method variety, and of course it is pure muscular movement. Several of the specimens of pupils' writing sent from Mrs. Crouse's classes are in the ideal finished style. If there are pupils anywhere who do better muscular movement writing we should be very glad to see specimens of their work. Some of the pupils from whom Mrs. Crouse sent exceptionally good work are: Blanche Taylor, Zella Amman, Lila O'Dell, Dorothy Reynolds, Marian Carrigan, Inez Woolsey, Esther Vaughan and Julia Holdredge.

Mr. William Anderson, supervisor of writing in the public schools of Wichita, Kans., is an expert demonstrator of muscular movement penmanship, and one of our most enthusiastic teachers of practical writing. Under his supervision we shall expect the teachers of Wichita to become adepts in teaching good writing to their pupils.

Mr. George W. McGuire is a practical teacher of muscular movement writing and an expert demonstrator of it. He has obtained splendid results in his classes in the Eufaula Indian Boarding School at Eufaula, Okla. Mr. McGuire has resigned his position in this school and will soon have charge of the public school at Lenna, Okla., as principal.

Mr. L. E. Terry of the Nebraska School of Business, Lincoln, Neb., is obtaining some remarkably good results in practical writing from his pupils. Mr. Terry is an enthusiastic teacher, and as he understands his subject thoroughly, good results must inevitably follow his teaching.

Mr. J. A. Stryker, the talented penman and practical teacher of penmanship in charge of the penmanship at the state normal and in the city schools of Kearney, Neb., recently opened the Stryker Penmanship School as a private venture. The sessions of this school are limited to evenings. Mr. Stryker started out with an enrolment of twenty-six earnest pupils.

We recently examined with much pleasure specimens of penmanship written by twenty-five pupils of J. A. Bernard, C. S. V., St. Joseph's College, Berthierville, P. Q. Each of these pupils has acquired an excellent style of muscular movement handwriting. Brother Bernard is a fine penman and teacher, and is getting splendid results from his pupils.

Engraver's Script

By Joseph Galterio, New York—FOURTH ARTICLE



FORMATION and application of loop letters l, g, b, h and k.

The letters in this article will bear much study and practice. Loops either above or below the base line are prominent on a page and must be made uniform in height and width.

Fig. I shows height, form and proportion of the loop, and is the same in all upper loop letters. The two curves which form the loop, if continued, would form an ellipse. The fine line of the loop ends in the middle of the stem.

Fig. II shows the length of the lower loop. The fine line should also end in

the middle of the stem.

Fig. III shows the completed h and g. Notice that the last

part of h is the same as the last part of n, and the first part of g is an oval.

Fig. IV shows the finished l.

Fig. V shows the connection of the hlk and hbk.

Fig. VI shows the formation of k from the h by adding the curved stroke and finishing with a dot. The last part of k, however, should be somewhat shorter than the regular h.

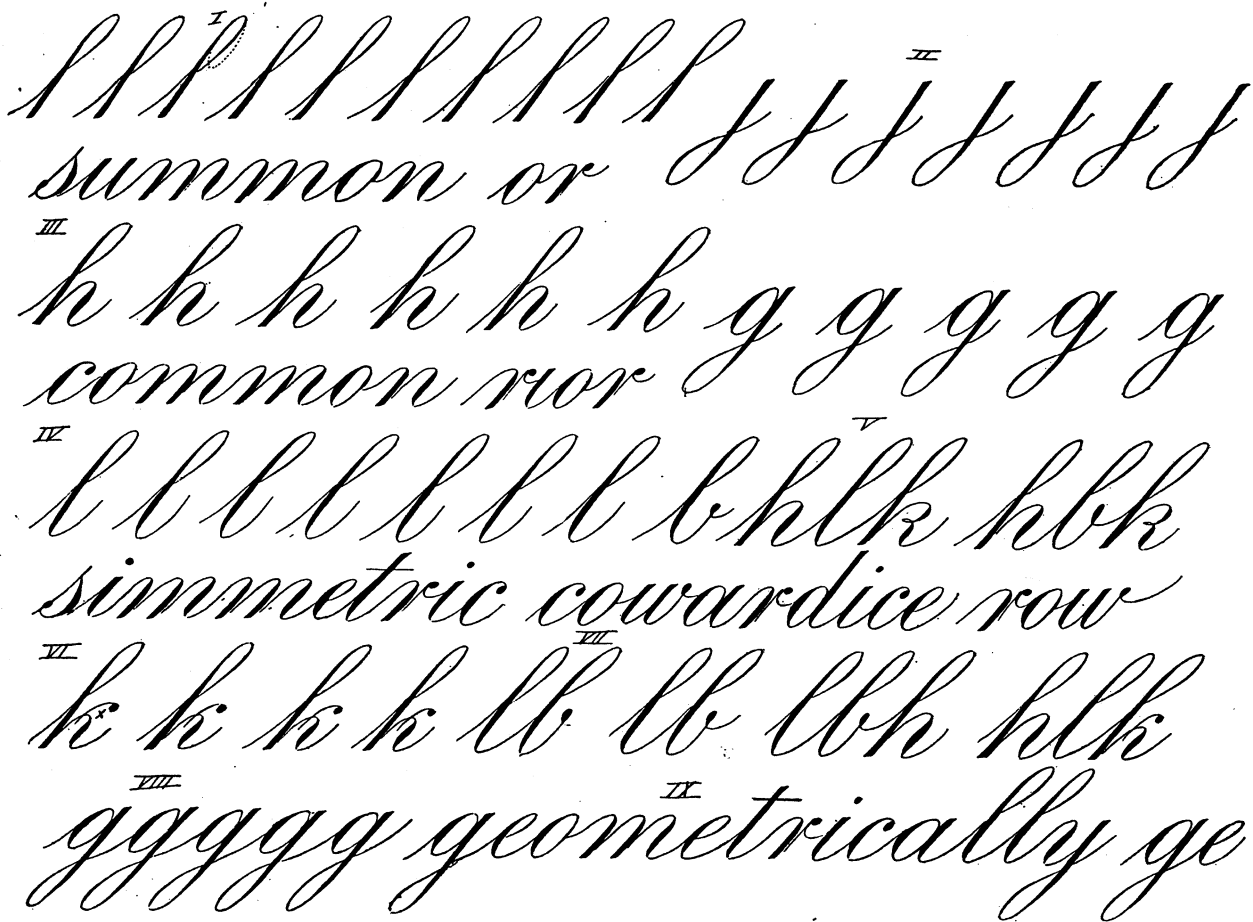
Fig. VII indicates combination and spacing of lb.

Fig. VIII shows combination of five g's. Try for uniformity in spacing, length and width of loops.

Fig. IX you will find "geometrically" a very difficult word to write, but will be a splendid drill in spacing and general arrangement.

Parallel pencil lines as a guide for slant, and a careful pencil sketch of the letters and words are absolutely necessary for beginners.

Success is the reward of patient effort.



School officials in Beverly, Mass., recently calculated the money gain for their pupils in vocational education. They found that an expenditure of \$800 per boy in industrial training had raised the capitalization of the boy's economic value from \$6,000 to \$15,000 or \$18,000.

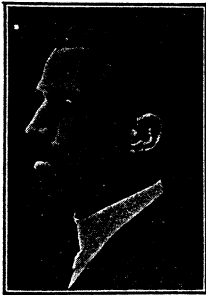
Many cities hesitate to start open-air schools because of the supposed expense, particularly of feeding. In Green Bay, Wis., the cost of feeding in the open-air school has been found to be only 5 1-3 cents per day, or \$8 a year, for each child.

Arithmetic and Rapid Calculation

By H. Winfield Wright, LL.B.

Strayer's Business College
Philadelphia, Pa.

Rapid Calculations—CONTINUED FROM LAST MONTH.



A BILL of at least three items, involving mixed numbers and a series of two or three commercial discounts in the case of each item, should be given the class in rapid calculation several times during the week.

Errors made in billing are very embarrassing to all commercial houses. It implies a careless and inefficient office force, therefore a great factor in the ultimate ruin of any business. No experienced head of any business undertaking will tolerate for one minute slovenly gotten-up work and in-different efforts on the part of his

office or counting-room organization. Why? Because he is aware, having suffered before, that nothing is more bothersome, disgusting and humiliating than for it to be necessary for him to explain and apologize to a customer who, having received an incorrectly figured bill, has returned it along with, perchance, a few sarcastic remarks. As work of this kind consumes valuable time in the instance of all parties, we can readily see how an office organization is slowed down; how good customers are lost, and how good positions, incidentally, are lost by the real offenders. The writer, in fact, believes that fully 90 per cent of the experienced employers examine applicants for counting-house work in this department of figuring before even dreaming of employing them.

The following, although much more difficult than most bills of this length, is a good form for frequent use:

Example—

743 $\frac{3}{4}$ yds. @ \$.89 $\frac{3}{4}$ less 10, 20, 25.
467 $\frac{3}{4}$ yds. @ .57 $\frac{3}{4}$ less 6 $\frac{1}{4}$, 8 $\frac{1}{3}$, 12 $\frac{1}{2}$.
497 $\frac{3}{4}$ yds. @ .33 $\frac{3}{4}$ less 11 1-9, 9 1-11, 14 2-7.

Occasionally the student should be given a bill of, say, 20 items, made up of items ranging from those easily done mentally all the way up to ones as difficult as those given above.

Aliquot Parts

An aliquot part of a number is a part that is contained a whole number of times in the number in question, i. e., the part of the number divides the whole evenly, or without a remainder.

Thus, 50, 33 $\frac{1}{3}$, 25, 20 and 16 $\frac{2}{3}$ are aliquot parts of 100; for 100 is divided by 50 two times, by 33 $\frac{1}{3}$ three times, by 25 four times, by 20 five times and by 16 $\frac{2}{3}$ six times.

50c, 25c, 12 $\frac{1}{2}$ c, 10c, 8 $\frac{1}{3}$ c, 6 $\frac{1}{4}$ c, 5c, 3 $\frac{1}{2}$ c, 2 $\frac{1}{2}$ c and 2c are aliquot parts of \$1.

Table of Aliquot Parts

Nos.	$\frac{1}{2}$'s	$\frac{1}{4}$'s	$\frac{1}{8}$'s	1-16's	$\frac{1}{3}$'s	1-16's	1-12's
1	.5	.25	.125	.0625	.33 $\frac{1}{3}$	.16 $\frac{2}{3}$	.08 $\frac{1}{3}$
10	5	2.5	1.25	.625	3 $\frac{1}{3}$	1 $\frac{2}{3}$	.83 $\frac{1}{3}$
100	50	25	12.5	6.25	33 $\frac{1}{3}$	16 $\frac{2}{3}$	8 $\frac{1}{3}$
1,000	500	250	125	62.5	333 $\frac{1}{3}$	166 $\frac{2}{3}$	83 $\frac{1}{3}$
			Nos.	1-5's	1-10's	1-15's	
			1	.2	.1	.06 $\frac{2}{3}$	
			10	2	1	.66 $\frac{2}{3}$	
			100	20	10	6 $\frac{2}{3}$	
			1,000	200	100	66 $\frac{2}{3}$	

Examples Employing a Knowledge of Aliquot Parts

(1) What will 60 yards of goods cost @ 16 $\frac{2}{3}$ c per yard?

Reasoning—It is plain, I think, that the cost at 16 $\frac{2}{3}$ c per yard is 1-6 of what the cost would be at \$1 per yard.

Now, 60 yards @ \$1 per yard equals \$60. Therefore, 60 yards @ 16 $\frac{2}{3}$ c per yard equals 1-6 of \$60, or \$10. Ans.

Conversely, what will 16 $\frac{2}{3}$ yards of goods cost @ \$.60 per yard?

Reasoning—It is plain, I think, that the cost of 16 $\frac{2}{3}$ yards @ \$.60 equals the cost of 60 yards at 16 $\frac{2}{3}$ c.

The balance of the reasoning to get the result would be the same as in the preceding example. However, we may proceed as follows:

The cost of 16 $\frac{2}{3}$ yards is 1-6 of the cost of 100 yards.

Now, 100 yards @ 60c equals \$60.

Therefore, 16 $\frac{2}{3}$ yards @ 60c equals 1-6 of \$60, or \$10. Ans.

ITEMS FOR PRACTICE

Items involving aliquot parts, like the following, occasionally mixed in with other bill items of a more difficult nature, help to make up almost ideal practice for the student:

1,200 bu. pears @ 50c.
10 bbls. beef @ \$38.
19 bbls. beef @ \$33 $\frac{1}{3}$.
33 $\frac{1}{3}$ acres land @ \$185.
6,000 acres land @ \$16 $\frac{2}{3}$.
800 lbs. coffee @ 12 $\frac{1}{2}$ c.
500 lbs. tea @ 75c.
33 $\frac{1}{3}$ yards silk @ \$6.
75 yards goods @ 6c.
6 yards cheviot @ 87 $\frac{1}{2}$ c.
6 $\frac{1}{4}$ yards silk @ 80c.
50 acres land @ \$114.
1,000 bus. corn @ 62 $\frac{1}{2}$ c.

A knowledge of handling aliquot parts often makes the figuring of percentages, profit and loss and selling prices, when the cost price is given, etc., very easy. Indeed, work of this nature often becomes merely a pleasant mental task.

Example:

Figure the gain in each of the below cases, cross-add to get the selling price and then prove the whole proposition.

TABLE OF SELLING PRICES

Cost.	Rate of Gain.	Gain.	Selling Price.
\$4,800	16 $\frac{2}{3}$	.....	.....
800	10	.....	.....
1,600	12 $\frac{1}{2}$	.....	.....
200	25	.....	.....
50	50	.....	.....
5,000	5	.....	.....
1,800	8 $\frac{1}{3}$	.....	.....
6,000	6 $\frac{2}{3}$	.....	.....
2,400	33 $\frac{1}{3}$	.....	.....

Prove the correctness of the gains in each case by reversing and multiplying the gain by the denomination of the fraction used to represent the rate given. The result in each case should equal the cost given. These operations should be performed before the selling price is secured by cross addition.

Taking the first item in the above table, we find the gain by dividing \$4,800, the cost, by 6, the denominator of the fraction 1-6, which we use instead of its equal, 16 $\frac{2}{3}$ per cent. Conversely, we prove that the result, or gain (\$800), is correct by multiplying it by the 6, which gives us \$4,800 and proves that \$800 is the correct gain in the case of the first item.

The student should be taught and impressed with the vital importance of checking, reviewing, vouching and proving all his work as he goes. He, in fact, should be compelled, if necessary, to audit or review his operations and to be constantly on the *qui vive* for errors. Speed without accuracy is an abomination.

Finding at the end of a long operation that a mistake has been made, which necessitates going over the entire work, shows a very small measure of efficiency. Why? Because

the work should have been proven at the end of each step. It, then, would not be necessary to cast aside work, which, perchance, has been figured correctly in order to get back to a mistake, say, in the very beginning of the bill. Think of the resultant waste of time, energy and money.

Many business men purchase merchandise by the dozen and sell by the piece. In order that students may help out, both with the marking and with the inventorying in the future, they should be required to memorize the decimal equivalents of the twelfths from 1 to 11, inclusive, as follows:

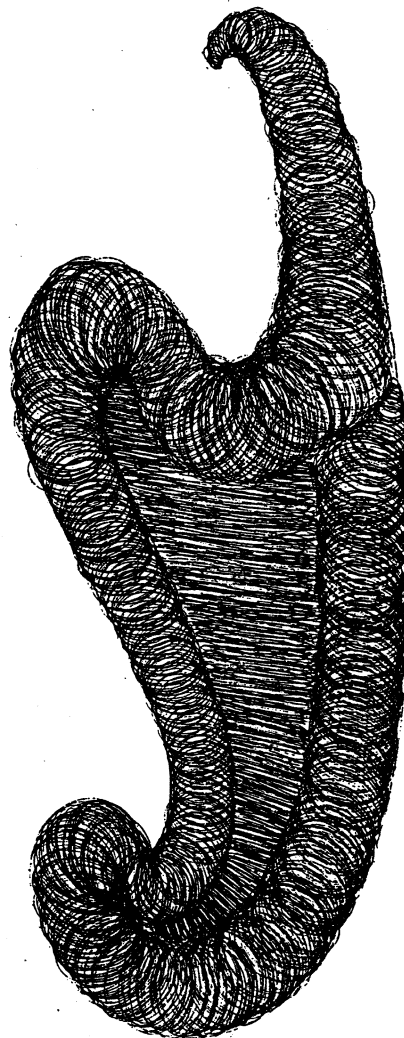
TABLE OF DECIMAL EQUIVALENTS

Twelfths.	Decimal Value.	Twelfths.	Decimal Value.
1/12	.08 $\frac{1}{3}$	7/12	.58 $\frac{1}{3}$
2/12-1/6	.16 $\frac{2}{3}$	8/12- $\frac{2}{3}$	.66
3/12- $\frac{1}{4}$	.25	9/12- $\frac{3}{4}$	.75
4/12- $\frac{1}{3}$	.33 $\frac{1}{3}$	10/12-5/6	.83 $\frac{1}{3}$
5/12	.41 $\frac{2}{3}$	11/12	.91 $\frac{2}{3}$
6/12- $\frac{1}{2}$	.50	12/12	1

Written by A. B. Cox, Monroe, Mich.

Architect's Curves Design, by Hazel Elsburg, Earlham (Pa.) Academy, Albert Nelson, Teacher



Specimen of Pupil's Work from the Revere High School, Revere, Mass., showing the improvement after one month practice. Mr. Thaddeus J. Keele is the instructor

Elizabeth Couper, 14 years, High School.
Revere High School, Revere, October 28, 1913.

This is a specimen of my writing one month later.

Dec. 2, 1913

L. R. Freeburg, Central Business College, Kansas City, Mo.

The man who can bottle up his wrath at all times is a corker

William E. Dennis—An Appreciation

By Charles T. Cragin

A SKETCH OF THE AUTHOR OF "STUDIES IN PEN ART"



W. E. DENNIS

It is a good many years since I first began teaching commercial subjects.

Well, in the early days, I got a position in the old Bryant and Stratton Business College at Manchester, N. H., where the late George A. Gaskell, one of the finest penmen this country ever produced, was proprietor and principal.

I came in one September morning, fresh from the country, hayseed in my hair and greener than grass. At a table, addressing newspaper wrappers, were two young men of about my own age, or a little younger. They were slender lads, both of them, one especially boyish and delicate of appearance. Both these lads have created considerable sensation in the penmanship world since that day.

The taller and slimmer of them might not be recognized in the A. N. Palmer of to-day. The other, the little fellow, was William E. Dennis. Both were, in a way, protégés of Gaskell, and he came as near being enthusiastic over Dennis as over anything, for Gaskell was a strange, reticent man little given to words.

Dennis came from the little town of Chester, out a few miles from Manchester. In some way or other he had run across one of the Gaskell compendiums which were then being extensively advertised in the *Youth's Companion* and other young people's publications of the day. It cost a dollar, contained a lot of copies written in the full arm and finger movement combination style of that time. Also some engrossing and a bit of ornamental pen work which it would be difficult for the best artist of to-day to excel.

Young Dennis sent in some specimens of his work before and after using. And Gaskell was, so far as I know, the first man to introduce that attractive style of advertising. The improvement was genuine with Dennis. He was a natural pen artist, but you may say all you please about being a natural artist. It takes a lot of right down hard work before you reach any very high degree of skill in any art for which you have a natural liking. No doubt, Paderewski is a natural musician, but it took a tremendous amount of hard work to teach those velvet fingers to bring the *shadow* of a sound clearly and distinctly from the piano keys. It was so with this young country boy. He was by no means a recluse, enjoyed a good time as well as anybody, but once he got down to that table, with the pen and the India ink and the brush, and commenced a bald-headed eagle swallowing a boa-constrictor or a bounding stag leaping across the Atlantic Ocean, or any of those weird creations that the old penmasters of that day brought forth, it was work, and he kept it up, day after day, night after night, hardly taking time to eat.

A lot of good penmen drifted into that old B. & S. B. C. at Manchester. Fred Young, the left-handed artist, now in California; Charlie Ward, I don't know where he went; C. S. Mack; and finally the gifted and dazzling Madarasz, king of all the offhand ink-slingers.

But easily ahead of all in versatility, dash, and rapidity of execution was the boy from Chester. "The boy wonder," we used to call him, to his infinite disgust. We liked to show him off as an infant prodigy, and for an infant he could use some very vigorous language when we were doing it, for he had a large country vocabulary, afterward improved by association with the late A. R. Dunton, who was a master of sacred and profane English, especially profane.

Dennis considered G. A. Gaskell the master penman of his time. Gaskell had been a pupil of P. R. Spencer in his log-cabin penmanship school in Ohio, and he had been associated

with John D. Williams, who used to go about the country creating those big specimens of flourishing that hung up in every schoolroom of the B. & S. chain of business colleges. Gaskell was a wonderfully fine writer. Wrote an admirable business hand, but had stopped doing any ornamental work before I ever met him. He had lost his enthusiasm for the art. The Compendium made so much more money than the school or the pen that it was his only love in the last days of his ill-fated life.

When young Dennis completed his course at Manchester he drifted for quite a period of time. It was the days of card writing. You could get a table, a doorway to sit in and if you could write good cards, there was no trouble in getting a crowd around you in a little while, and a man could pick up four or five dollars a day in most any good location. A hotel office, one of the summer resorts, even the sidewalk was good camping ground. All the capital a man needed was a few cents' worth of cards, an old table, an old chair, a bottle of ink and a pen, and he was ready for business.

Dennis traveled pretty well over the country east of the Mississippi, saw a good deal of the seamy side of life as well as its brighter phases, and came back to Boston where he became associated with the late A. R. Dunton, author of the Duntonian Copy Books, himself a superb artist in the line of copperplate penmanship.

He taught Dennis a good many of the finer points which the gifted boy had never before thought much about. Dennis' idea of "high art" in his youthful days was offhand flourishing. He did that with a dash and certainty that neither Gaskell, John D. Williams, nor any other of the pen artists whose work I have examined could equal. But he did not care so much about the finer work, and never would have had the patience to do the absolutely correct script work that Mills does, or the perfect imitation of high-class steel engraving done by that man without nerves, Baird, of the Rollinson group of artists, but his work even in this class was of the highest order after his experience with Dunton.

He did a little teaching, too, was with Wright, in Brooklyn, awhile, and went over to Philadelphia with Pierce. I presume Dennis was a good teacher, but he did not have the gift of gab, the personal magnetism, that has made Palmer so popular and so successful in that line of effort, and so, finally, after drifting around the country, and as he has often told me, accumulating a

Dennis at Last Found Brooklyn good deal of experience but mighty little money, he settled down in Brooklyn, the bedroom of New York. They say New Yorkers who live in Brooklyn assert that when they come to die they won't notice any difference, Brooklyn being as dead as any graveyard they are likely to encounter. This is probably a libelous slander, at any rate Dennis has prospered in his studio just over the bridge and across the way from the City Hall.

You can find him most any time except during July and August. He keeps two or three men at work with him most of the time filling out diplomas and doing common work, while he bosses the jobs, does the designing and the artistic work of the elaborate engrossing, which comes in goodly quantity and enables him to rake in a comfortable amount of the long green. Expert testimony in cases of disputed writing also adds to his income.

Personally, I don't know a whiter man than William E. Dennis, and I have known him for a good many years. There is not a crooked hair in his head, and he is as modest and unassuming in his art as he is square and white in his personal dealings. Always ready to encourage a young penman, he is rather an easy mark for the black sheep of the profession. I mean the tramp penman who goes about the country picking up money in dribbles and spending what little he gets in riotous living. I suppose Dennis remembers the days of early

youth when he had to go out and scare up a customer who wanted a dozen of cards before he could buy a breakfast; that has been the experience of every card writer. At any rate, there is a sort of magnetism which draws all the "hobo" penmen to Brooklyn.

Dennis and the Tramp Penmen

They cross the big bridge, hoofing it over, they come in from Long Island City, and from Jersey City, and up from Staten Island, and over from Hoboken, down from Weehawken, in from Elmhurst and Long Island; a steady stream headed for 357 Fulton street, and they tell their tale of woe, and they look the part, too, most of them, with frowsy linen and unkempt hair and stained fingernails. Smelling of tobacco and rum they strike him for anywhere from 10 cents up to a dollar. In his heart he says things softly in pure Duntonian, but he cannot resist and gives up the money, and they go away blessing him as an Oasis in a thirsty land. Well, it won't hurt him any, and he won't sleep any the worse for helping these human derelicts of whom there are a full share in the profession.

The scripture says, "Oh, that mine enemy might write a book." Now it has come to pass that Dennis is going to write a book, or has written it already, and Palmer, of THE AMERICAN PENMAN, is going to publish it. The scriptural writer meant when he said "Oh, that mine enemy might write a book," that in that book he would show his weaknesses and give the critics a chance to "rip him up the back." A chance which critics are bound to exercise, but this book of Dennis' who, by the way, has no enemies that I have ever heard of, will not be an ordinary written book, though it will show his personality well enough, no doubt, and the critic who can successfully assail it by showing anything better does not in my opinion exist, for it will contain a great amount of all kinds of material invaluable to the young student of pen art.

There is such a thing as pen art, well defined from business writing, or even penmanship, and it is a profitable art

still, although there is not that reverence for the flourisher of birds and beasts and creeping things that once existed.

A Wonderful Book

There is a demand for fine steel-plate script, and if anybody doubts the ability of the author in that line, I would like to have him go and examine the great eagle with "The Declaration of Independence," written in steel-plate script under it which hangs on the wall at the entrance to his studio. It is a masterpiece, and I would have stolen the whole thing years ago only it's so large Dennis himself could not do it now. It was done when he was young and full of enthusiasm for the art. There is a demand for the penman who can do fine engrossing used in resolutions, memorials, etc., and there is a good deal of money in it, too, although it is trying work. The man who buys this book is going to get some of the finest kind of that material, for Dennis does a lot of it and does it mighty well. Above all to the admirer of bold, dashing, yet accurate and skillful offhand flourishing, the book is bound to be a revelation. There never was, and there never will be, in my opinion, an artist in that line to equal this New Hampshire boy. He does it with a skill, boldness and rapidity which puts him in a class by himself.

Such a book in my day would have been a Godsend, and worth its weight in gold. Williams and Packard's Gems, which cost \$5, and contained some fine steel-plate engraved work was good. The same was true of the Spencerian Compendium. Both these are long since out of print, and there was no process at that time which could express exactly the work of the pen. This book will be a photographic reproduction, line for line, and shade for shade, just as the pen left it, and it goes to the public, I understand, at a price which puts it within the reach of every penman who is interested in such work.

May it bring dollars to the author and the publisher, as I am sure it will bring delight to every lover of the art beautiful.

By F. W. Martin, Boston, Mass.

Harmony: You are not obliged to attend an Art School nor get married nor study music to learn the value of Harmony: Subscribe for a copy of the Dennis Book on Lettering Flourishing, and Engrossing.

Written by Guy R. Newberry, Witchita, (Kans.) Business College

You should make the very best of the chances that come to you putting the best you have to give into your work, keeping step to the ever increasing pace of the leaders in your line. - Newberry -

National Commercial Teachers' Federation Convention at Chicago

Officers for Year 1914

Federation Officers

President: R. H. Peck, St. Louis, Mo.
 First Vice-Pres.: H. J. Holm, Chicago, Ill.
 Second Vice-President: I. W. Pierson, Chicago, Ill.
 Secretary: Nettie M. Huff, Kansas City, Mo.
 Treasurer: G. A. Faust, Chicago, Ill.

National Shorthand Teachers' Association

President: Chas. G. Reigner, Pittsburgh, Pa.
 Vice-President: C. A. Balcomb, Cleveland, O.
 Secretary: Mary E. Cherry, Findlay, Ohio.
 Member of Executive Board: Fred H. Gurtler, Chicago.

National High School Teachers' Association

President: James C. Reed, Whitewater, Wis.
 Vice-President: W. A. Sheaffer, Milwaukee, Wis.
 Secretary: Harriet Mason, Racine, Wis.
 Member of Executive Board: A. R. Williams, Highland Park, Ill.

Private Commercial School Managers' Association

President: M. H. Lockyear, Evansville, Ind.
 Vice-President: A. M. Cassel, Erie, Pa.
 Secretary: P. A. Spangler, Pittsburgh, Pa.

National Penmanship Teachers' Association

President: E. G. Miller, Pittsburgh, Pa.
 Vice-President: V. E. Madray, Pittsburgh, Pa.
 Secretary: G. A. Race, Bay City, Mich.

National Business Teachers' Association

President: A. F. Gates, Waterloo, Iowa.
 Vice-President: F. S. Wolfe, Chicago, Ill.
 Secretary: A. M. Cassel, Erie, Pa.

The seventeenth annual convention of the National Commercial Teachers' Federation was held in Chicago at Hotel Sherman on December 29th, 30th and 31st of the past year. Most of the old "wheel horses" and a powerful battalion of young recruits were present.

That Chicago should become the permanent home of the federation has been demonstrated to the satisfaction of many of the solid, influential men and women who have at heart the best interests of the association. The meetings of the federation during the three days were successful beyond the dreams of the ardent champions of one or all branches of the federation, and when the time came to select the next place of meeting Chicago was chosen without a dissenting vote.

The following program was carried out without a break:

Federation Program

MONDAY, 2:00 P. M., DECEMBER 29, LOUIS XVI BANQUET HALL
 Convention called to order by Henry J. Holm, chairman of the committee of arrangements.
 Invocation.
 Address of welcome, by James G. Skinner on behalf of Mayor Carter H. Harrison, of Chicago.
 Response, by C. P. Zaner, of Columbus, O.
 President's Address—F. M. Van Antwerp, of Louisville, Ky.
 Report of General Executive Committee—Announcements.

Bookkeeping and Accountancy—Dr. H. M. Rowe, Baltimore
Advertising and the Business Schools—A. L. Gale, Chicago

MONDAY, 7:00 P. M.

Dinner and Entertainment in the Louis XVI Banquet Hall.

TUESDAY, 2:00 P. M., DECEMBER 30

DEBATE

Resolved—That Money Expended for Solicitors Would Yield Better Returns if Expended in Other Methods of Advertising.

Affirmative—B. F. Williams, Des Moines, Iowa, and E. E. Merville, Cleveland, Ohio.
Negative—R. H. Peck, St. Louis, Mo., and D. D. Mueller, Cincinnati, Ohio.

Each speaker allowed fifteen minutes in which to present his argument. Each side allowed ten minutes for rebuttal.

BUSINESS MEETING

Secretary's report; Treasurer's report; election of officers; selection of the next place of meeting; new business; unfinished business.

WEDNESDAY, 2:00 P. M., DECEMBER 31

What Can the Business Colleges Do to Better Meet the Requirements of the Business World?—J. C. Walker, Detroit, Mich.

Some Phases of Teaching Commercial Law—Col. W. H. Whigham, Chicago.

The Chain Is No Stronger Than Its Weakest Link—W. S. Ireland, Indianapolis, Ind.

For the Good of the Federation.
 Adjournment.

NOTE.—During the sessions of the Federation, all other business of the various organizations was suspended.

National Shorthand Teachers' Association

TUESDAY, 9:00 A. M., DECEMBER 30

Called to order by H. A. Hagar, of Chicago.

The Importance of Cadence in the Development of Typewriting—Discussion led by Miss Olive Bracher, Spencerian Commercial School, Cleveland, Ohio.

Psychology of Shorthand Speed—Discussion led by E. E. Magoon, Ferris Institute, Big Rapids, Mich.

The Stenographic Training Process—Discussion led by Charles G. Reigner, Ralston High School, Pittsburgh, Pa.

The Value of a High Degree of Skill—Discussion led by Fred H. Gurtler, Court Reporter, Chicago.

Business and Mental Efficiency—Discussion led by J. S. Knox, Knox School of Applied Salesmanship, Des Moines, Iowa.

Election of Officers.

TUESDAY, 7:30 P. M., DECEMBER 30

The Ideal Stenographic Course for Private Commercial Schools—Discussion led by I. W. Pierson, Pierson Business College, Chicago.

Our Rest Hour—Discussion led by F. S. Wolfe, C.P.A., McCormack School, Chicago.

A Better Machine—Discussion led by Miss Janet H. Biller, The Dyke School of Business, Cleveland, Ohio.

WEDNESDAY, 9:00 A. M., DECEMBER 31

From Theory to Practice in Teaching Shorthand—Discussion led by Frank Walters, Cream City Business College, Milwaukee, Wis.

How Can the Stenographic Course in Private Commercial Schools Be Made More Attractive? Discussion led by W. D. Wigent, Gregg School, Chicago.

Shorthand in the Universities—Discussion led by H. G. Healey, The Business Journal, New York City.

A Private Secretary Course for Commercial Schools.—Discussion led by C. A. Balcomb, Spencerian Commercial School, Cleveland, Ohio.

Private Commercial School Managers' Association

TUESDAY, 9:00 A. M., DECEMBER 30

President's Address—M. H. Lockyear, Evansville, Ind.
What the Business World Expects of Us—W. H. Gilbert, Marshalltown, Iowa.

Advertising, Good and Bad—J. J. Krider, Canton, Ohio.
 Election of Officers.

WEDNESDAY, 9:00 A. M., DECEMBER 31

The Future of Commercial Education—J. P. Anderson, St. Louis, Mo.

The Woman in Business—Miss E. M. Johnston, Elyria, Ohio.

Solicitors, Their Use and Abuse—G. A. Gruman, Minneapolis, Minn.

High School Commercial Teachers' Association

TUESDAY, 9:00 A. M., DECEMBER 30

President's Address—James C. Reed, Whitewater, Wis.

Household Accounting—A. H. Beaver, Austin High School, Chicago. Discussed by K. von Ammerman, Manual Training High School, Indianapolis.**Commercial Law**—W. A. Sheaffer, West Division High School, Milwaukee. Discussed by I. E. Chapman, Western High School, Detroit.**Non-Essentials in Commercial Work**—H. M. Rowe, Baltimore.**Business and Mental Efficiency**—J. S. Knox, Des Moines. Election of Officers.

TUESDAY, 7:30 P. M., DECEMBER 30

Why They Failed to Learn Touch Typewriting—R. E. Tulloss, Springfield, Ohio. Discussed by J. A. Book, South Division High School, Milwaukee.**Knack in Shorthand**—W. L. James, Success Shorthand School, Chicago. Discussed by Miss Nellie Collins, Galesburg High School, Galesburg, Ill.**Disciplinary Value of Shorthand Study**—Grace Borland, West Port High School, Kansas City, Mo.**The Long and Short Commercial Course in the High School**—Robert A. Grant, St. Louis, Mo. Discussed by Todd E. Paulus, Johnson High School, St. Paul, Minn.

WEDNESDAY, 9:00 A. M., DECEMBER 31

Talk on Penmanship—C. P. Zaner, Columbus, Ohio.**The Two-Year Course in Shorthand**—William Bachrach, Supervisor Commercial Work, Chicago Public Schools.**How Far Should a High School Endeavor to Relate Its Work to the Actual Commercial Conditions of the Country?**—Round Table Discussion led by Hugo Her-ring, Whitewater State Normal School, Whitewater, Wis.

National Penmanship Teachers' Association and National Business Teachers' Association Combined Program

TUESDAY, 9:00 A. M., DECEMBER 30

President's Address—M. A. Adams, Marietta, Ohio.

Health, Enthusiasm and Efficiency—J. A. Stryker, Kearney, Neb.**Importance of Penmanship in Public Schools**—W. H. Wherley, Astoria, Ill.**What Is the Best Way to Handle a Large Writing Class Where New Pupils Are Entering Almost Daily and Must Work Along with Other Students Who Have Been in the Class Three or Four Months?**—W. C. Henning, Cedar Rapids, Iowa. Discussion: A. R. Brown, Chicago.**Why Salesmanship Should Be Taught in a Business School.**—E. E. Jones, Chicago.**Should a First Grade Pupil Be Taught Arm Movement First, Then Change to Muscular; If So, When?**—C. P. Zaner, Columbus, Ohio. Discussion: F. F. Von Court, Cedar Rapids, Iowa.

TUESDAY, 7:00 P. M., DECEMBER 30

Symposium of methods of teaching the letters of the alphabet by the "bright lights" of the profession. Five minutes for demonstration and five minutes' discussion on each letter. The following were assigned to speak: C. A. Faust, Chicago, Ill.; Mary E. Kumbalck, Two Rivers, Wis.; J. A. Stryker, Kearney, Neb.; H. C. Walker, St. Louis, Mo.; H. A. Reneau, Monroe, Wis.; John H. Keys, Kankakee, Ill.; J. A. Savage, Grand Island, Neb.; S. E. Leslie, Latrobe, Pa.; C. P. Zaner, Columbus, O.; V. E. Madray, Pittsburgh, Pa.; R. Guillard, Chicago, Ill.; Laura J. Breckenridge, Lafayette, Ind.; Madge Grimes, Batavia, Ill.; J. A. Snyder, Cincinnati, O.; G. E. Weaver, Mt. Morris, Ill.; E. G. Miller, Pittsburgh, Pa.; V. H. Rubert, Evansville, Ind.; T. W. Emblem, Elmira, N. Y.; G. A. Race, Bay City, Mich.; R. F. Madray, Evans-ton, Wyo.; Mr. Biergiver, G. G. Gudmunson, Boone, Ia.; W. C. Wollaston, Port Huron, Mich.; D. W. Hoff, Meadville, Pa.; R. A. Grant, St. Louis, Mo.

WEDNESDAY, 9:00 A. M., DECEMBER 31

How Much Time Should Be Devoted to English, in a Commercial Course of Twelve Months? Should the English Be Carried Throughout the Entire Course?—L. J.**Should Students of Commercial Schools Take Up the Combined Course in Bookkeeping and Stenography?**—S. E. Leslie, Latrobe, Pa.

Discussion of Any Topic Desired; Unfinished Discussion, etc.

President Van Antwerp's Address

President Van Antwerp's opening address was a progressive keynote. Following the lead of other well-known business educators who have been at the head of commercial educational organizations in late years, and also of such noted educators as Governor Ferris, of Michigan, he made a plea for higher standards of training and of graduated product. He said pointedly:

"There must be an authority outside of our own voluntary organizations if we ever succeed in forcing standards upon all schools. I am aware that this subject has been discussed, and by those more able to discuss it than I am, and the conclusion has been reached that the State can have no such authority—that it would be an infringement of personal rights. I believe that the State has the right to regulate the private commercial school, and I believe that if we do not establish better standards and live up to them, the State will intervene and force us to maintain such standards. Our courses need deepening more than broadening. We need to teach better, to give a deeper understanding of the things we now teach rather than add new space to our courses."

Shorthand Teachers and School Managers

Unquestionably, the National Shorthand Teachers' Association exhibited a greater enrollment and a larger concrete work at its meeting than any other of the separate organizations in the federation. The editor of the *PENMAN* regrets that because of an accident it was not possible to print a fuller synopsis of the work of this organization.

The feature of the meetings of the Private Commercial School Managers' Association was the paper, "What the Business World Demands of Our Graduates," by W. H. Gilbert, of Marshalltown, Iowa. This paper was prepared carefully and carried an abundance of facts obtained by direct correspondence with a number of the largest commercial concerns which employ commercial school graduates. Mr. Gilbert had actually conducted a symposium in order to get more definitely the consensus of the wants of employers. Naturally, or because of a one-sided point of view, the officers of many of the large commercial concerns, according to Mr. Gilbert's quotations from their letters, demand much more than the average business school furnishes or can furnish.

Mr. Gilbert's paper provoked a very animated discussion, led by "War Horse" G. W. Brown, of Jacksonville, Ill. Among those who took part in this discussion were Enos Spencer, of Louisville; R. C. Spencer, of Milwaukee; J. F. Fish, of Chicago; Mr. Peck, of St. Louis, and A. N. Palmer, of New York.

Penmanship Association

As usual, the meetings of the National Penmanship Teachers' Association brought together the most enthusiastic or at least the most vivid element in the whole convention. And the members of the National Business Teachers' Association, who met together with the penmen found themselves mightily interested in the penmanship discussions. J. F. Fish, of Chicago, in the course of the discussion, told a significant truth when he said: "Let me tell you, penmanship is the parent of the whole federation. We assembled here in 1895."

Credit Association

The meetings of the Commercial Schools Credit Association were attended by representatives of some twenty firms. As a result of the interchange of information at these meetings, a list of about eighty "irresponsibles" was prepared, and it was unanimously agreed that it is not safe to ship goods to any on this list, except when cash accompanies the order. The regular meeting of the association will be held about the middle of next June in Chicago.

It was decided to send out to private schoolmen throughout the United States a general address setting forth the purposes and accomplishments of the organization. The members believe that their purposes are approved by all the honest school proprietors and other honest school men in the profession.

New Organization of Penmanship Supervisors

The most important new movement inaugurated at the convention, and, indeed, one of the most important acts by any representative body of penmen in recent years, was the or-

ganization of the National Association of Penmanship Supervisors.

The National Penmanship Teachers' Association is composed largely of penmen whose interest is exclusively in the work done in high schools and business colleges. The program of this association is, of course, designed for this large class of members. But a minority of the members are directly interested in directing the penmanship work in grade schools. It seemed to them advisable to organize an independent association for the purpose of concentrating attention upon this special work of the school supervisors.

About twenty enthusiastic supervisors met at the Hotel Sherman on Tuesday afternoon, December 30th, and, after some informal discussion, a temporary organization was effected. J. H. Bachtenkircher, of Lafayette, Ind., was made temporary chairman.

In the permanent organization J. H. Bachtenkircher was elected president; Miss Lenna Rovick, of Muskegon, Mich., vice-president, and G. G. Gudmundson, Boone, Iowa, secretary and treasurer.

On Wednesday morning the meeting was presided over by Miss Rovick in the absence of Mr. Bachtenkircher. It was voted to meet in St. Louis in May, 1914, at which time a general exhibit of penmanship will be made.

Mr. H. C. Walker was asked to act as chairman of the executive committee, the other members to be announced later by the president.

A broad campaign was outlined to bring about better writing on the part of teachers graduating from the Normal schools.

The membership fee was fixed at \$1, and the following members were enrolled at that meeting:

J. H. Bachtenkircher, Lafayette, Ind.; Miss Lenna M. Rovick, Muskegon, Mich.; G. G. Gudmundson, Boone, Iowa; H. C. Walker, St. Louis, Mo.; E. G. Miller, Pittsburgh, Pa.; J. A. Stryker, Kearney, Neb.; J. A. Savage, Grand Island, Neb.; Miss Laura Jane Breckenridge, Lafayette, Ind.; Miss Minnie B. Kinney, Elmhurst, Ill.; G. S. Herrick, Gary, Ind.; G. E. Weaver, Mt. Morris, Ill.; T. W. Emblen, Elmira, N. Y.;

principals and presidents in any efforts that may be made to better the penmanship of the elementary schools through the training of pupils in normal schools, and

"Resolved,—That it is the sense of this meeting that immediate action should be taken by all the normal schools throughout the country, and all high schools doing normal work, to give thorough courses in practical muscular movement penmanship, and require that all pupils fitting themselves for positions as teachers in such institutions should be thoroughly qualified to teach practical writing before they are graduated."

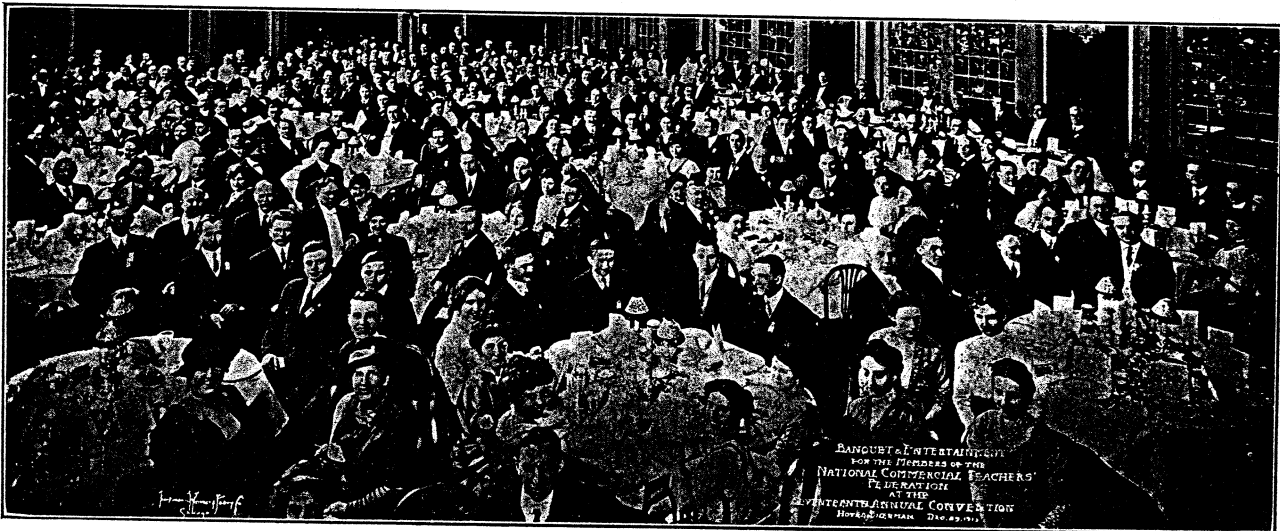
The Banquet

The banquet in Hotel Sherman on Monday evening, December 29th, was a delight to almost the entire roster of members at the convention. Toastmaster H. J. Holm presided.

THE MENU

Fancy Canapes Suedoise
Celery Olives
Cream of Tomato, Doria
Roast Spring Chicken au Cresson
Potatoes Rissoles
Fresh Peas in Butter
Chiffonade Salad
Neapolitan Ice Cream
Assorted Cakes
Roquefort Cheese
Crackers
Coffee

After-dinner addresses were delivered by the following. F. M. Van Antwerp, "The Present"; Morton MacCormac, "The Past"; H. C. Spillman, "The Federation Our Standard-Bearer"; Miss Emma Hagenstein, "The New Idea"; C. V. Oden, "Time."



JUST BEFORE DINNER IN THE BANQUET ROOM, MONDAY, DECEMBER 29, 1913

A. N. Palmer, New York; A. A. Davis, Chicago; F. F. Von Court, Cedar Rapids, Iowa; H. C. Cummins, Cedar Falls, Iowa; R. A. Grant, St. Louis, Mo.; W. C. Henning, Cedar Rapids, Iowa; G. A. Race, Bay City, Mich.; O. E. Burse, Clinton, Iowa; Emma H. Hagenstein, Rock Springs, Wyo.; C. P. Zaner, Columbus, Ohio; H. G. Healey, New York; C. A. Faust, Miss Margaret O'Sullivan and Miss Birdie Trimble, Chicago; Miss Mary E. Kumbalik, Two Rivers, Wis.; W. F. Hostetter, South Bend, Ind., and Hon. R. C. Spencer, Milwaukee, Wis.

The following resolutions were unanimously adopted:

"Resolved, That the secretary of this association prepare a letter and forward to the principals or presidents of each normal school, both public and private, explaining the purposes of the newly organized National Penmanship Supervisors' Association, and its desire to co-operate with such

Incidentally, the following—a few acts from the footlights—were given, to the surprise and keen pleasure of the diners:

Miss Celeste Conant, queen of character impersonations.
Mr. Henry Roethig, wizard of magic.
Chicago Male Quartette, "each one a soloist."
Misses Brin and Glube, the versatile entertainers.
Music by Goldsmith's Orchestra.

The evening's diversion was provided by courtesy of the following: Remington Typewriter Co., the Gregg Publishing Co., A. N. Palmer Company, the Stenotype Co., the Underwood Typewriter Co., Burroughs Adding Machine Co., Lyons & Carnahan, H. M. Rowe Co., Southwestern Publishing Co., Universal Text Book Co., Yawman & Erbe Mfg. Co., Ellis Publishing Co. and Zaner & Bloser.

Convention of High School Commercial Section of Penn. State Educational Association

Officers for 1914

President, Henry White Patton, Philadelphia.
Vice President, Miss Maude Woods, McKeesport.
Secretary, S. P. Dietrich, Reading.
Treasurer, G. P. Eckels, Pittsburgh.

WHAT does the boy who enters business need to know?" was the theme of the papers and discussions at the meeting of the Commercial Section of the High School Department of the Pennsylvania State Educational Association, in Thaw Hall, Pittsburgh, at 9:30 a.m., December 30, 1913. The chairman, G. P. Eckels of the Brushton High School, with his fellow officers, had arranged a very practical program, and the discussions were right to the point. There was not a word about shorthand systems, or bookkeeping devices, or methods of teaching. And the plea of every speaker was, "More attention to the fundamentals."

C. O. Althouse, the well-known director of the School of Commerce, Philadelphia High School, in his paper on "Education for Expression" outlined the plan he follows to give pupils a training in public speaking. Each pupil studying "The History of Commerce" conducts one recitation himself, preparing on some phase of the subject and lecturing to the class just as the teacher would do. Then the seniors prepare a talk or lecture on some phase of Money, Banking, or Finance, and deliver it before the entire school. This work is in addition to the programs given by the literary societies. In this way every pupil has considerable experience in public speaking before leaving the High School. The ability which this training gives is most valuable, whatever may be the line of work followed by the graduate.

J. B. L. Hornberger, comptroller of the Pittsburgh Coal Company, said that "What the Business Man Expects of the Commercial High School Graduate" is a thorough grounding in the fundamentals. "The backbone of the commercial course should be Arithmetic," he said. He mentioned particularly Mental Arithmetic, and recommended that it be taught all through the High School course. He asked also for a plain, rapid style of writing; and for "Common Sense," or "Gumption."

Hornberger's paper aroused considerable discussion, in which several important points were brought out. In answer to a question by Mr. Althouse, as to whether or not he thought it advisable for graduates of a Commercial High School or Business College to attend some higher institution of learning and take work in Accounting before entering the employ of a concern such as the Pittsburgh Coal Company, Mr. Hornberger replied: "We want traits; we don't want accomplishments. The best accountants we have are those who began in our work, and learned it as they worked up through the different positions. An intermediate school is of no value in the training of a boy or girl for our business." He quoted Lyman Gage as saying, "Train a good clerk, and I will answer for his becoming manager."

S. R. Hoover, assistant principal of the High School of Commerce, Cleveland, Ohio, followed Mr. Hornberger's paper, telling "How the Commercial High School May Meet the Demands of the Business Man." Of the teacher he said, "He must have broad preparation, enthusiasm, and loyalty—loyalty to his profession, to his school, and to his pupils."

He believes in a long course of study and said, "A short course drives out a long one, as bad money drives out good." He also emphasized the value of the fundamentals, spelling, penmanship and arithmetic—"Let us have a smooth style of writing that runs, and that he who runs may read." He also spoke of the value of the study of Art, which he defined as "The ability to combine forms and colors in symmetrical and accurate ways." He asserted that "we have made a mistake in building our commercial courses around shorthand and bookkeeping."

D. R. Sumstine, principal of the Peabody High School, C. W. D. Coffin of New York City, and E. A. Zartman of Pittsburgh, took part in the discussion following the papers. H. E. McConaghey, principal of the Martin School, Pittsburgh, emphasized the importance of penmanship and spelling.

Mrs. Hornberger deplored the practice of making writing a punishment. She said that when a pupil was required to

write several pages of a word as a punishment, he was almost sure to do the work carelessly, and thus to learn both bad penmanship and bad spelling. (She did not say where it is that this is done.)

Mr. Joyce, auditor of the Montour Railroad, and a graduate of the Pittsburgh High School, spoke of the importance of accuracy. He said that the boy or girl who secures a position in his office—"and the decision is half made on his appearance"—is put at the simplest kind of work, such as making out bills, or checking bills received. If he fails to do such simple work accurately, he is not given a chance at anything more important. "Accuracy is honesty. If the boy or girl is taught accuracy through four or five years of his school life, the habit will make an act of dishonesty revolting to him." Mr. Joyce's talk was full of suggestions for teacher and pupil.

Easter Convention of the Eastern Commercial Teachers' Convention

On Friday and Saturday, December 13 and 14, members of the executive committee of the Eastern Commercial Teachers' Association were the guests of Vice-president M. H. Bigelow, principal of the commercial department of the High School at Atlantic City, and in the beautiful home of Mr. Bigelow the committee discussed the coming Easter Convention of the association which is to be held in Atlantic City.

It was decided to make it a Symposium Convention. The tentative program accepted provides for addresses by 100 of the leading commercial educators of the country. The final program will be printed in the March issue of the AMERICAN PENMAN.

One of the officers writes the PENMAN, telling enthusiastically of the accomplishments and hopes of the committee. He says:

"Our capable and strenuous secretary, J. E. Fuller of Wilmington, is now in communication with all of those who are being invited to take part, and he is meeting with most gratifying response. Enthusiasm is so rampant on the part of almost everyone, that the Executive Committee will be disappointed not to find the membership at Easter time at least two hundred members in excess of the present high water mark. J. A. McMillin, the dynamic and debonair commercial teacher of the Newark High School, has the membership campaign in charge. He is a past-master in the art of letter-writing and buttonholing, and you might as well come over the first time he approaches you on membership, because he will get you anyway. Mr. McMillin puts the gain in membership at more than 200. There are 400 full-fledged members now and if we can bring this up to 600 or 700 by Easter, it will most assuredly be a brilliant piece of salesmanship.

"You evidently liked the plan last year of having the banquet and convention hall and your hotel accommodations all under one roof. We absolutely promise, guarantee, and pledge you these conditions again this year, only in better quantity and quality than last. The committee unanimously decided on the Royal Palace with its superb dining-room and spacious convention hall. We are assured more privileges and advantages by the hotel management than the convention has ever before enjoyed. The building plan of this well-known hostelry could not be more suited to our convention needs if the hotel had been built especially for us. The convention hall is detached from the hotel proper with an inviting glass sun-promenade connecting them, which will lend itself attractively and artistically to the exhibit needs of the publishers."

The following is the list of officers of the association:

President, J. E. Gill, Trenton, N. J.; Vice-president, M. H. Bigelow, Atlantic City, N. J.; Secretary, F. E. Lakey, Boston, Mass.; Assistant Secretary, Miss Alice M. Wood, Poughkeepsie, N. Y.; Treasurer, L. B. Matthias, Bridgeport, Conn.; Assistant Treasurer, Mrs. L. B. Matthias, Bridgeport, Conn.; Executive Committee—D. A. McMillan, Central H. S. Newark, N. J.; J. E. Fuller, Goldey College, Wilmington, Del.; E. H. Fisher, Fisher Business College, Winter Hill, Mass.; W. E. Bartholomew, State Educational Department, Albany, N. Y.; E. E. Kent, Auburn Business School, Auburn, N. Y. and Freeman P. Taylor, Taylor Business College, Philadelphia, Pa.

The convention at Atlantic City last year was a splendid success and therefore the same place was selected for the convention of 1914.

CLASSIFIED

Under this heading, the charge is 4 cents per word. Copy must reach this office on or before the 10th of the month. Answers addressed to "Care of American Penman" will be forwarded only for advertisements of 80 words or more, or space of one-half inch (\$1.25) or more.

HELP WANTED

WANTED: MANAGERS, TEACHERS, solicitors and salesmen for our branch schools. Address, Williams Business College, Milwaukee, Wisconsin.

POSITION WANTED—A student of higher Accountancy and Penmanship specialist, proficient in Business, Ornamental, Old English and Round-hand, desires to make a change to a high school or first-class commercial college, duties to begin September 1st, if convenient. For further information address, Experience, care AMERICAN PENMAN.

Diplomas

Stock and Special Designs—Our 1914 catalog shows some new designs and contains much of interest to buyers of Diplomas—Send for it to-day.

Artistic Engraving and Illuminating
Diploma Filling a Specialty
HOWARD & BROWN, ROCKLAND, MAINE.



Shading pen Lettering, Showcard and Business Writing. *Mail Course.* Circulars and beautiful specimens 10 cents. Challenge Auto pen specimen 25 cents.

T. H. MILLER, Box 7, Charleston, Mo.

PUBLICATIONS

STENOGRAPHERS, STENOTYPISTS, TYP- ists, "Qualifications of the Successful Amanuensis" points the way. Attractive 32 page booklet sent postpaid for 15c in stamps.

EDWARD E. MULL,

Publisher, 1966 Broadway, New York.

The Business Journal Tribune Building, New York City, a monthly magazine of 46 pages, contains lessons in Penmanship by the foremost penmen in the world, also articles on Advanced Bookkeeping, Higher Accounting, Salesmanship, Advertising, Business English, Commercial Law, and other business subjects. One Dollar a year; a sample copy for five 2-cent stamps.

The Eastern Penman, published by B. H. Spencer, Paterson, N. J. Sample copy sent upon receipt of 5 cents in stamps.

ART STUDENTS should use NIG-RINE, the free flowing, jet black, water proof ink Large double quantity bottle, prepaid only 20c. Descriptive folder free. Chas. Haenuser, 1267 Broadway, Albany, N. Y.

The Imperial Engraving Co.

32 UNION SQUARE, NEW YORK

We have clients in all sections of the country

HALF-TONES A SPECIALTY

Write us

Stenotype Teachers' Convention

The Stenotype Teachers' Association held its annual meeting in Chicago in Hotel Sherman at the convention of the National Commercial Teachers' Association. The following officers were elected for 1914:

President, Miss E. L. Beers, Spencerian Commercial School, Cleveland, Ohio; vice-president, Miss M. M. Gallagher, Brown's Business College, Kankakee, Ill.; second vice-president, Mrs. Laura Van Arnam, Spencerian Commercial School, Louisville, Ky.; recording secretary, Miss M. Yerrington, National Business Training School, Sioux City, Iowa; corresponding secretary, Mrs. Grace D. Dixon, MacCormac School, Chicago, Ill.; treasurer, Miss Verna N. Zoller, College of Commerce, Kenosha, Wis.

Mr. Wilson as a Stylist

President Wilson must write his messages with a pen and ink. Such expressions as "by a little every day his power and prestige are crumbling," do not ordinarily find their way into printed discourse by the route of the stenographer and typewriter.

He was never a space-filler on a newspaper. Perhaps it is partly to that that he owes his escape from the habit of using worn-out phrases. He puts his words together as though it was the first time they had been combined. That makes his messages a treat to read.

—Life.

There are now about forty "psychological clinics" in the United States, according to Dr. J. E. Wallin, of the University of Pittsburgh. The first of such clinics, for the purpose of studying and classifying mentally unusual children, was established at the University of Pennsylvania in 1896.

For Sale or Exchange

The rate for display advertisements "For Sale" or "Exchange," answers sent care of The American Penman, is 18 cents per agate line (14 agate lines to an inch) or \$2.50 an inch. Discount for three months and longer. Copy closes on tenth of month preceding title month of publication.

FOR SALE—Well established Commercial School having an excellent reputation. Personal reasons for selling. Good enrollment, splendid equipment, low rent. Live city of 40,000. A bargain if taken at once. Address "ZX," care of American Penman.

FOR SALE—Two bank and office practice fixtures. One 75 feet long, oak, marble base, brass grating; cost \$650.00, price \$150.00. The other is about 35 feet long, in good condition, original cost, \$250.00, will sell for \$75.00. For particulars address "B," care American Penman.

FOR SALE—A good business manager can obtain all or half interest in a large Western school. Splendid business. \$1500 to \$3500 cash required. Balance easy terms. Address, "Western," care of AMERICAN PENMAN.

ABSOLUTELY FREE

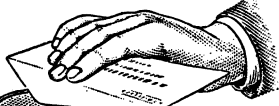
If you will send me orders for 5 dozen of my fancy "Pen-Written Visiting Cards" at regular price of 20 cents per dozen—one or five names—I will forward *Free* post card booklet containing 25 of the beautiful Famous "Old Missions of California"—the finest collection of old missions ever published. If you want mission booklet only send me 25 cents in silver. Send money by Postal Order or silver. Send today.

Address, W. E. MILLIKEN, Penman,
255 So. Olive St., Los Angeles, Calif.

THE-BREWER-TEACHER'S-AGENCY has had THIRTY-ONE years of experience, co-operating with TEACHERS, PRINCIPALS and SUPERINTENDENTS. Write for our free booklet.
AUDITORIUM BUILDING CHICAGO, ILLINOIS

Written by D. B. Janes, Florence Station, Mo.
Pupil of S. E. Bartow, of the A. N. Palmer Co.

D. B. Janes
Junction City, Missouri



Why Has The Peerless Moistener Won Its Way to Popularity?

ASK Sears Roebuck, Montgomery Ward, Marshall Field & Co., John M. Smyth and thousands of other firms (large and small) in this and other countries. **PEERLESS MOISTENERS** are standard wherever Mail is handled. **FOR SALE** by leading dealers everywhere. *Circulars and Prices on Request*

Peerless Moistener Company
831 S. CLAREMONT AVENUE CHICAGO, ILL.
Montgomery Ward have over 300 extra large size in use in their offices.

Standard 75c delivered.
Extra Large, diameter 7 in., \$2.85 delivered.

GILLOTT'S PENS
Indispensable Instruments of Progress and Perfection in Penmanship



No. 1 Principality Pen



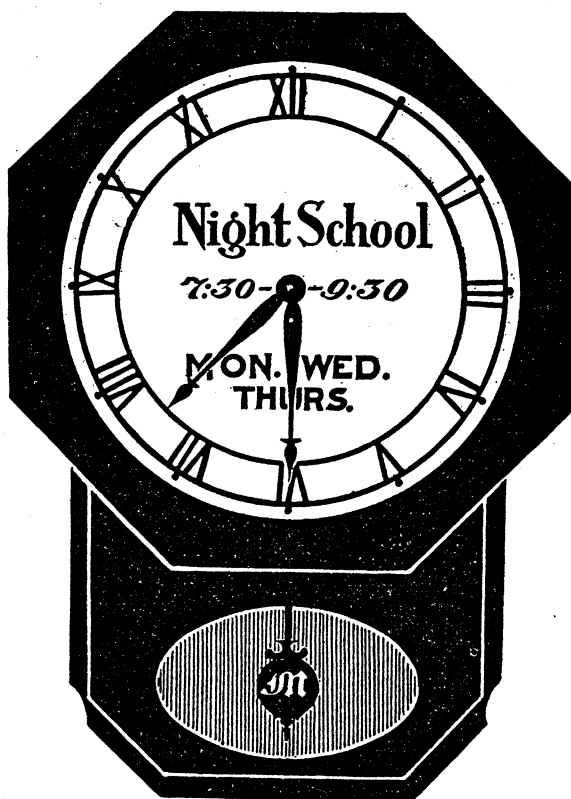
No. 604 E. F. Double Elastic Pens



No. 601 E. F. Magnum Quill Pen

Sold by Stationers Everywhere
JOSEPH GILLOTT & SONS
Alfred Field & Co., Sole Agt.
Chambers St. NEW YORK

Utility Design, by M. A. Albin, of McTavish Business College, Edmonton, Alta., used in the advertising literature sent out by that college



By Francis B. Courtney

Brighton, Feb.
Received of Larnon Quint
Nine Hundred Dollars
L. O. Quint



FARM ACCOUNTING

Every business college and every progressive farmer should know about the new system of Farm and Household Accounting by Prof. Bexell, Dean of the School of Commerce of the Oregon Agricultural College.

Prof. Bexell Oregon Agricultural College.
Adopted by leading agricultural and commercial schools and colleges in all parts of the country.

The most satisfactory system ever devised. Just what the business colleges and public schools have long been looking for.

250 page catalog free. Write to-day.

The Home Correspondence School
Dept. 290, Springfield, Mass.

HIGGINS' Eternal Ink

Writes Everlastingly Black



The kind you are sure to use with continuous satisfaction. Used and endorsed by the American Penman, and many business and private schools. Sizes 2 oz. 10c., 1/2 pints 35c. Pints 60c., Quarts \$1.00.
At Dealers Generally
2 oz. bottle by mail prepaid 20c.
From **CHAS. M. HIGGINS & CO., Mfrs.**
271 9th Str., Brooklyn, N. Y.

LEARN TO WRITE AT HOME

With my PEN WRITTEN copies and scientific instructions you can learn to write at home during spare time. Descriptive Folder sent Free. If you enclose stamp I will write you a card in my artistic style and send specimens. 1 doz. cards 15c. 2 doz. 25c. Address, N. S. SMITH, BOX 1268, WACO, TEXAS.

PENMANSHIP COPIES
REPRODUCED IN FIRST CLASS STYLE BY
The Franklin Company
ENGRAVERS - ELECTROTYPERS
CHICAGO, ILLINOIS

The Growth of Gregg Shorthand

1895	—	20 schools
1900	—	200 schools
1905	—	1000 schools
1910	—	1400 schools
1913	—	2500 schools

In 1895 Gregg Shorthand was hardly known—being taught in but twenty schools. In 1914 it is the leading shorthand of America, being taught in more schools than all other systems combined. In twenty years it has wrought a complete revolution in shorthand teaching and practice.

Why has Gregg Shorthand shown such marvelous growth?

Why has it been able to supplant the old-time systems, strongly entrenched through seventy-seven years of propagation and teaching?

Why have teachers of the old-time systems abandoned them to learn and teach Gregg Shorthand?

Why have schools that adopted Gregg Shorthand many years ago continued to use it and become more and more enthusiastic about it as the years go on?

The answer to these questions is expressed in a single word—MERIT.

Without merit—unquestionable, demonstrable merit—from the *teaching* viewpoint, the *learning* viewpoint, the *practice* viewpoint, Gregg Shorthand would long ago have been but a memory.

But its steady, consistent growth as shown by the figure given *proves its worth*. As an example of this dominance: Shorthand is taught in the high schools of 1,470 cities in the United States. Thirty-four systems or textbooks are used. Of these 1,470 cities, Gregg Shorthand is taught in 720, the Ben Pitman system in 275, Graham in 91, Isaac Pitman in 88, and Munson in 34. Twenty-nine other systems or textbooks are used in the remaining 262 cities. It will thus be seen that Gregg Shorthand is taught in 232 more cities than the other four systems mentioned combined.

(NOTE, Since these statistics were prepared several months ago, 183 cities teaching Gregg Shorthand have been added, bringing the total up to 903.)

The predominance of Gregg Shorthand in the private commercial schools is even more striking, the system being used in more schools than all the other systems combined. And as a still further illustration of the progress of Gregg Shorthand—where new departments are being installed Gregg Shorthand is adopted in at least 75%.

Isn't this evidence of the growth and popularity of Gregg Shorthand sufficient to induce you at least to investigate it? Isn't it reasonable to suppose that without merit of the very highest order Gregg Shorthand would not be adopted and continuously used in so many schools?

Let us tell you more about Gregg Shorthand—or, better still, ask your teacher to send for full particulars about our free correspondence course for teachers.

The Gregg Publishing Co.

New York

Chicago

San Francisco

NOW READY

Methods of Teaching Shorthand

A PRACTICAL SOLUTION OF CLASSROOM PROBLEMS

By Edward J. McNamara, M.A.

Teacher of Shorthand, Jamaica (N. Y.) High School, and Lecturer in Methods of Teaching Shorthand at Adelphi College, Brooklyn.

This book should be in the hands of every progressive teacher of shorthand without reference to the system taught. It contains a description of successful methods of teaching the subject based upon sound pedagogical principles. It is the first book of its kind on the market and it will serve as a guide to the prospective teacher of shorthand and lead the experienced teacher to analyze his methods in the light of the principles of teaching enunciated.

It offers teaching suggestions at every stage of the work, from the organization of the class at the first session to the completion of the course. It explains many teaching devices that may be used to make the work more efficient; it describes the elements of the shorthand recitation and discusses the various types of instruction. An analysis of shorthand speed is given and a workable plan is developed for the attainment of the "speed essentials." The book contains an interesting study of the progress of a speed class from month to month and an accurate plan of measurement is set forth.

This work is indispensable to the teacher who wishes to keep abreast of the times and who desires to ascertain whether his or her methods are supported by correct fundamental principles.

160 pages, cloth, gilt. Price, \$1.00, postpaid.

ISAAC PITMAN & SONS

Publishers

2 West 45th Street NEW YORK

Publishers of "Course in Isaac Pitman Shorthand," \$1.50. Adopted by the N. Y. Board of Education.

Penmanship in Moving Pictures

A. N. Palmer of New York, inventor of the famous Palmer method of penmanship, was a prominent figure in an attempt to take moving pictures of the night school at West High last night. Principal Maurice Ricker sought to take by lamplight a movie of a penmanship class with Prof. Palmer directing the students. But the effort failed. It will be attempted again. Prof. Palmer was a Des Moines visitor yesterday.

Prof. Ricker seeks to secure a moving picture film showing the progress of a lad from the time he leaves home to start to school until he graduates. The night school chapter was intended to be one part of the film—*Des Moines (Ia.) Capital*, Dec. 4, 1913.

Two Typewriting Machines, Costing \$2,500 Each

The Cincinnati Board of Elections purchased for writing their election abstracts two Monarch adding and subtracting typewriters, which are said to be the most expensive typewriters ever bought by anyone. The combined value of these two machines is \$4,940.00, or nearly \$2,500 each.

The reason for the cost of these machines is in the equipment—they are built to add thirty-two parallel columns on a single sheet. This involves, of course, a totalizer for each one of the columns, and the cost of each machine has mounted accordingly. The saving effected through the use of these typewriters, however, has more than offset the exceptionally high cost. The work which formerly took a large force of men eight days, was done last fall by these two machines in two days, and, in addition, a large printer's bill was saved.

Educational Notes

At Homestead, Pa., children fourteen years of age and over who are retarded and in the intermediate grades spend one-half their time in the manual training shops or in the domestic science department.

Nearly all the pupils graduating from the eighth grade at Mansfield, Ohio, enter high school. A unique plan has been in operation for several years of having the eighth-grade classes visit the high school and listen to such recitations as would likely arouse their curiosity. They are also made welcome at all special exercises of the high school.

In the elementary grades of the Clarksburg, W. Va., public schools, pupils of normal age are classified together, those retarded one year or more being placed in a separate group. At present the plan is not in full operation, and has been put into practice only through the fourth grade in the center of the city. The plan has been pretty generally adopted in the first grade, and will be extended through the grades when the new high school building is completed and more rooms in the grade buildings become available.

BIG PAY

Government salaries are high and sure. Qualify for a good position. We prepare you by mail at small cost for Civil Service Examination. Write today for Free Booklet C., Capital Civil Service School, Washington, D. C.



Prepares persons as Professional Penmen, Supervisors of Writing and Engrossing Artists. Catalog filled with handsome specimens free. Address—

ZANER & BLOSER

Columbus - - - Ohio

Students! Junior Accountants!

Get Your Trial Balances by the Wright Way—just as expert accountants get them. My rules make Book-keeping Accountancy easy; shorten your course one-half; free you from all worry; double your efficiency, and therefore, salary-pulling power. 25 cents postpaid.

Several students are earning good money selling my rules on a very liberal commission basis. Why don't you?

H. WINFIELD WRIGHT, LL.B.,
807 Chestnut St., Phila., Pa.



Learn to Write

I can make a good penman of you at home during spare time. Write for my free book, "How to Become a Good Penman." It contains specimens and tells how others mastered penmanship by my method. Your name will be elegantly written on a card if you enclose stamp.

F. W. TAMBLIN, 405 Meyer Bldg., Kansas City, Mo.

A GRAND OFFER

Fifty Cents' Worth of Artistic Work for Twenty-five Cents


Nine large, fine quality cards with your name written in our best ornamental style. One-half dozen pen flourished cards, all different designs, with name finely lettered in. One large flourished Card, bird design—postal card size—with name inserted. This whole lot only 25 cents postpaid; value 50c. Limit, one offer to a new customer.

1c. and 2c. U. S. stamps and Canada Silver or Postal Notes received. Zaner and Palmer highly commend our work. Address F. E. PERSONS, 445 Breckenridge Street, Buffalo, N. Y.

TEACHERS! STUDENTS!

You should have a copy of Adams' Book of Short Cuts in Arithmetic. It makes Rapid Calculation easy and interesting. Send 25c. and get a copy. Do it Now. F. B. ADAMS, 502 Donaghey Bldg., Little Rock, Ark.

**Esterbrook
Radio Pens**




The highest expression of the pen-maker's art.
Triple silver plated

—an exclusive Esterbrook feature that sets a new standard for smooth writing and long wear. Non-corrosive; always brilliant.

Packed in handsome leatherette gold-embellished cases, in keeping with the superfine quality of the pens.

Esterbrook Pen Mfg. Co.
New York Camden, N. J.

26 styles



At all stationers

A bird in the hand is worth two in the bush.—Cervantes.

Are you hunting a stenographic bird? Are you about to choose a system of shorthand to learn *now* and to use thruout *your whole life*? If so, take the bird in hand.

**The Benn Pitman System
of Phonography**

is ready for your immediate study and use. You have but to put out your hand and take it as thousands of others have done. And when you do so you will *have something* that is of known, ascertained value.

There are plenty of new systems that are *going to become* the greatest thing that ever was in shorthand. Don't get lost *in the bush* chasing uncertainties; take the real thing.

For full information address the publishers

THE PHONOGRAPHIC INSTITUTE COMPANY,
CINCINNATI, OHIO.

BENN PITMAN, *Founder.*
JEROME B. HOWARD, *President.*

TEACHERS' AGENCIES

THE THURSTON TEACHERS' AGENCY

RECOMMENDS teachers in answer to *direct calls* from Employers. Has good teachers for any position at any time.

ANNA M. THURSTON, Mgr.

623 S. Wabash Ave., Chicago, Ill.

E. R. NICHOLS, Asst. Mgr.

THE ALBERT TEACHERS' AGENCY

623 S. WABASH AVE., CHICAGO, ILL.

Thirtieth Year. Teachers of COMMERCE, BOOKKEEPING, SHORTHAND and of all kinds of Vocational Work in daily demand. Good salaries. Send for our booklet "Teaching as a Business."

WESTERN OFFICE: SPOKANE, WASH.

FISK TEACHERS' AGENCY 28 East Jackson Blvd., CHICAGO

Over 38,000 Positions Filled. 31st Year. We have this year broken all previous records of the Agency. We are now seeking teachers for emergency vacancies, and for the fall of 1914. Circular and membership form sent on application.

OTHER OFFICES: Boston, New York, Washington, Denver, Portland, Berkeley, Los Angeles

B. F. Clark Teachers Agency

The Agency with the Short Understandable Contract

Chicago—414-416 Steinway Hall
Lincoln, Neb.—First National Bank Bldg.
Spokane, Wash.—Chamber of Commerce Bldg.

25th Year

WE NEED TEACHERS

We have several calls for good teachers.—A penman at \$1800. Two Commercial teachers for high schools, \$1200 to \$1400. We always have more calls than teachers on our records. NOW is the time to enroll in order to have an early choice of the many excellent calls we always have at this season of the year. *No registration fee.* Good Teachers for Good Schools.

UNION TEACHERS' BUREAU,
TRIBUNE BUILDING, NEW YORK CITY

WANTED—Business College Teachers for positions in Commercial Departments of Public Schools. THREE all-around commercial men needed for next fall; also one good penman.

COMMERCIAL TEACHERS FOR PUBLIC SCHOOLS OUR SPECIALTY.

The Teachers' Promotion Bureau,
Richmond, Indiana.

Books

"Qualifications of the Successful Amanuensis," by Edward E. Mull, New York. Published by the author. 15 cents.

A brochure of 32 pages containing valuable suggestions for the student, the stenographer and office assistant. It is written clearly and succinctly.

"Business Letters, No. 7" in the series of classified correspondence published by The Phonographic Institute Company of Cincinnati; 12 cents to any teacher of Phonography or any school official. The book contains the shorthand notes and key of letters dealing with such a variety of subjects as denatured alcohol, ship-building, contracting, engineering, meat packing, grain and feed, law office correspondence, box-making, etc.

"The Sir Roger de Coverley Papers," by the Phonographic Institute Company, Cincinnati; 58 pages; shorthand and key. This reader contains the first seventeen papers of Addison's famous series; 30 cents. Examination copy sent to teachers and school officers for 14 cents.

The school board of Newark, Ohio, recently purchased seven acres for a city playground. As the board did not have the funds to grade and equip it, the high school pupils raised \$4,000 by popular subscription with which to make the necessary improvements.

Miss Agnes M. Jones

From Oregon Teacher's Monthly—December

Upon the adoption of the Palmer Method of Penmanship by the State of Oregon, the A. N. Palmer Co. of New York City agreed to send an expert into the state to introduce the new system. Certain it is that no mistake was made when Miss Agnes M. Jones was chosen for this arduous task. Miss Jones is well qualified for this position, having had actual experience in teaching in the regular grade work of the public schools before specializing in penmanship, which fact gives her an insight into and an understanding of the difficulties to be overcome in the presentation of a new method which could not be attained in any other way. She is a graduate of the Palmer School of Penmanship at Cedar Rapids, Iowa, and was supervisor of writing in the public schools of Bozeman, Montana, when called upon to take charge of the introductory work in the Northwest. Since leaving Bozeman, Miss Jones has done extensive institute and normal work in Oregon, Washington, Nebraska, Montana, Oklahoma and Idaho, sometimes having more than one thousand students under her direct supervision in a single convention. She is cordially received everywhere, and the enthusiasm she puts into her demonstrations inspires a like spirit in her students. Her strong personality, her thorough belief in the principle she teaches, and her tireless energy in presenting it spell success for the Palmer Method wherever she goes.

New Officers of National League of Business Educators

O. A. Hoffman of Milwaukee, Wis., organizer and first president of the National League of Business Educators, announces the result of the recent election of officers for 1914:

"An announcement of the result of the election of officers is about to be issued to all business colleges throughout the United States.

"Mr. R. J. Nelson, president of the Nelson Business College, Cincinnati, O., has been elected president of the National League of Business Educators to succeed Mr. O. A. Hoffman, who still acts as business manager.

"Mr. Nelson is the son of a pioneer business college man.

"The following are elected members of the executive committee for the coming year: W. J. Hammill, Council Bluffs, Ia.; Geo. LaMunyon, Denver, Colo., and W. E. Anderson, Trinidad, Colo.

"The ex-president will meet the executive committee in Denver, Colo., next February."

Connecticut Business Educators

The next meeting of the Connecticut Business Educators' Association will be held in the new Meriden High School, Meriden, Conn., February 14, 1914. There will be a typewriting and shorthand contest at 9 a. m. under the supervision of Mr. J. N. Kimball, followed by addresses morning and afternoon.

TEACHERS' AGENCIES

GOOD POSITIONS FOR GOOD COMMERCIAL TEACHERS OUR SPECIALTY

Think, Plan, Act—Get Results!

Show me a successful man or woman and I will show you one who THINKS, PLANS, ACTS! Point to the head of a great industrial enterprise, and I will point to one who does not hesitate to promote his interests through the expert service of others. Should the school man or the teacher be an exception? We stand ready to help you. Will you ACT? We are looking for an expert penman at \$1500 to \$1800. High school wants head of department March first. Other positions open now and in September. Get our free registration blank. Keep an up-to-date record in our files.



THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, Mgr. WEBSTER GROVES, ST. LOUIS, MO.

R. B. I. TRAINING SCHOOL FOR COMMERCIAL TEACHERS

Is your knowledge of the commercial texts and of the best methods of teaching them sufficient for effective work? If not, you should lose no time in making it so.

We are preparing another large class for commercial teaching. Join this class and get ready for a position in September, 1914. Send postal card today for bulletin giving particulars and list of graduates now teaching commercial branches in thirty-five states and foreign countries.

ROCHESTER BUSINESS INSTITUTE

ROCHESTER, N. Y.

A FEW HIGH SCHOOLS

To which we sent teachers last season: Cass Technical, Detroit (8); Yeatman, St. Louis; Central, St. Louis (2); Malden, Mass.; Central Falls, R. I.; Englewood, N. J.; Burlington, Iowa; Boise, Idaho (2); Rutland, Vt.; Willimantic, Conn.; Haddonfield, N. J.; Americus, Ga.; Pawtucket, R. I.; West High, Des Moines; Little Rock, Ark.; Mamaroneck, N. Y.; Tucumcari, N. Mex.; Commercial High, Springfield, Mass.; Iron Mountain, Mich.; Bloomsburg, Pa.; Ocean City, N. J.; Township High, Joliet, Ill.

None of these carried less than \$1000 salary.

Some of you, in relation to us, stand today where these teachers stood at this time last year. Will you let us help you as we helped them? Two years ago one of these men was receiving \$55 a month in an obscure school. He took our advice and at the end of his first year was advanced to \$120 a month for day work, with extra pay for evening teaching.

What will be your percentage of increase in two years? We should like to help you answer the question. "No position, no pay" is our motto.

THE NATIONAL COMMERCIAL TEACHERS AGENCY

A Specialty by a Specialist

E. E. Gaylord, Manager

25 Essex St., Beverly, Mass.

Commercial Teachers Wanted

For Public Schools, Private Schools, Normal Schools and Colleges, throughout the entire West.

As Publishers of "THE ROCKY MOUNTAIN TEACHERS' AGENCY SCHOOL DIRECTORIES," we are in touch with nearly all the Schools in the entire West. WRITE US TODAY for Free Booklet showing how we place our Teachers.



Midland Specialists' Agency

Station "C," Spokane, WASHINGTON

West. Best of opportunities for progressive teachers. We solicit Correspondence with those seeking advancement.

Because of illegible or incorrect addresses more than 15,000 pieces of Christmas mail are piled up in the Chicago post-office awaiting delivery. Forty clerks are engaged night and day in trying to decipher the addresses and get the mail to its proper destination.—Boston Post, Jan. 1, 1914.

Do You Want a Good Position?

We have splendid openings in many of the leading high schools and business colleges all over the United States. Let us place your name on our OPPORTUNITY REGISTER. Free Registration.

CONTINENTAL TEACHERS' AGENCY, Incorporated, Bowling Green, Ky.

Where **BRIEF COURSE** Counts

BARNES' Brief Course in Shorthand is preëminently **THE CLASS-ROOM TEXT**. You do not have to pencil it in order to give your pupils the benefit of your own up-to-date ideas and methods. You believe in phrasing from the first. That is one of the "Brief-Course" features. Halving, position, wordsigns, and real dictation from the beginning, are other points of contact between you and Brief Course. Still other features, even if new, will appeal to you at first sight.

All combine to **SIMPLIFY** the teaching of

SHORTHAND

and to make it interesting, without in the least sacrificing thoroughness.

"I have had opportunity to investigate several systems of shorthand, but have never seen anything so **SIMPLE, PLAIN, CONCISE** and **THOROUGH** as your **BRIEF COURSE**."—E. E. Sitz, Lutheran College, Seguin, Tex.

The adoption of Brief Course, either Benn Pitman or Graham edition, means progress.

The **Arthur J. BARNES** Pub. Co.
502 Howard Building St. Louis

YOU CAN MAKE \$\$\$\$\$\$\$\$\$\$

By lettering Price Tickets and Show Cards. It is easy to do **RAPID, CLEAN-CUT LETTERING** with our improved Lettering Pens.



PRACTICAL LETTERING OUTFIT consisting of 3 Marking and 3 Shading Pens, together with two shades of Lettering Ink, sample Show Card, instructions, figures and alphabets, sent prepaid at the special introductory price of \$1.00.

COLOR-PLATE COMPENDIUM, 72 pages, 8 x 11, complete instructor for the Lettering Pen, prepaid \$1.00.

Modern Show Card Lettering, Designs, etc., 144 pages, 6 x 9 for Pen and Brush, prepaid \$1.00.

All goods guaranteed first class and reliable. Complete catalog free.

Address—**NEWTON AUTOMATIC SHADING PEN CO.**, Dept. C, Pontiac, Mich., U. S. A.

Martin's
Diplomas
INTENTIONALLY GOOD

See our attractive line of engraved designs for any kind of school: The quality does not suffer by comparison.

For samples and prices address
MARTIN DIPLOMA COMPANY,
Boston, Mass.,
EDUCATIONAL BUILDING, NEW YORK CITY.

There are many penholders on the market; but the **MAGNUSSON PROFESSIONAL** is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable, cannot be made successfully with an automatic lathe, therefore they are **HAND MADE** of select rosewood. (Look for the brand.)

12 Inch Inlaid	\$1.00
12 Inch Plain . . . . .	.50
6 Inch Inlaid . . . . .	.50
6 Inch Plain . . . . .	.25

A. MAGNUSSON
208 N. 5th St. Quincy, Illinois

FREE TUITION SCHOLARSHIPS

The Carnegie College of Rogers, Ohio, will grant to you a "Free Tuition Scholarship" for a complete course by mail. Matriculation Fee \$5.00—Tuition free. Apply at once. Do not delay. Send your name and address today.

COURSES TAUGHT BY MAIL

Normal High School	Penmanship Typewriting	Book-keeping Agriculture
Professional Physical	Shorthand Domestic	Civil Service Drawing
Culture Engineering	Science Law	Real Estate

Over 100 branches from which to select.

"Free Tuition Scholarships" granted to the first applicants from each post office. Send us your name and address—now—today—tomorrow may be too late. It costs you nothing. "Do it now." Address, **FREE TUITION DEPARTMENT, CARNEGIE COLLEGE, ROGERS, OHIO.**

Business Colleges

The graduating exercises of the Capital City Commercial College, Des Moines, Ia., were held in the auditorium of the school Thursday evening, December 18. There were 89 graduates and a very attractive program was rendered. The class address was given by Hon. J. B. Weaver, Jr. There was also an annual class banquet.

The Rochester Business Institute carried a half-page advertisement announcing plans, in the Rochester (N. Y.) Democrat on New Year's Day.

Personal and News Notes

Mr. H. C. Duffus, formerly of the Drake College, Newark, N. J., has opened a private business college, under the name of Duffus Private Business College, at Vancouver, B. C.

M. A. O. Miller has resigned his position at Fort Dodge (Ia.) Business College, to accept a temporary position with the Mankato (Minn.) Commercial College.

A new assistant in the Bookkeeping Department of the Worcester (Mass.) Business Institute is Mr. J. H. Fries.

The Metropolitan Business College, Cleveland, Ohio, has added to its teaching staff Mr. F. W. White, of McConeville, Ohio.

Mr. Ira Richardson, who formerly had a part interest in the Office School, Minneapolis, Minn., begins work January 1 in Becker's Business College, of Worcester, Mass.

Mr. J. Q. Friend, of Manchester College, N. Manchester, Ind., has been elected to fill a vacancy in the Luther High School and College, at Racine, Wis.

The Metropolitan Business College, of Chicago, has lost one member of its teaching staff, Mr. Luther B. D'Armond, who is now with the Chicago Business College, Chicago, Ill.

Mr. V. H. Stewart, now a member of the faculty of the Carolina Business College, Winston-Salem, N. C., will have charge of the commercial department in the new business college in Charlotte, N. C., which will be opened by C. L. Padgett soon after January 1st.

Mr. H. L. Darner has resigned his position as supervisor of writing in the public schools of Spokane, Wash., and has accepted a position in the public schools of Pittsburgh, Pa. His work will be in the high schools.

New Scheme of Promoting Teachers

According to the 1912-13 report of the superintendent of schools at Owensboro, Ky., "One of the far-reaching movements of the past year was the re-organization of the system for the employment and promotion of teachers and fixing their salaries. The new schedule, which classifies teachers according to experience, preparation and success, rather than experience alone, is having the effect of arousing teachers to the necessity of making professional preparation for responsible work they have to do. Never before in the history of the schools have so many teachers attended summer schools, colleges and universities. More teachers' periodicals are being read than ever before, and teachers are taking advantage of every opportunity to improve themselves in the technique of their profession.

Moving Picture Shorthand

Isaac Pitman & Sons, of New York, state that "moving picture slides" for teaching shorthand are being successfully used by the Merchants and Bankers School of Newark, N. J.

Visualizing Thought

In a recently published magazine article, by a noted educator, are the following words:
* * * "reading in that dead-alive state in which most pupils deal with text-books, under a general impression that the things in the text-book have no tangible relationship with the things in life."

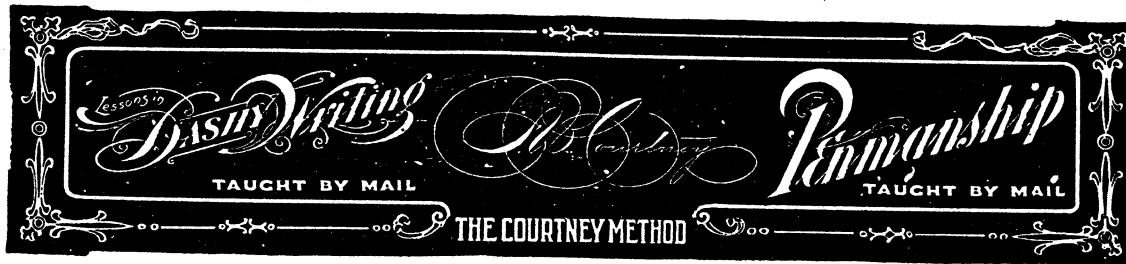
Here is the supreme test. A PRACTICAL text-book can not be read in that "dead-alive state" by any pupil of normal mind. The "tangible relationship with the things in life" is so clearly obvious, the *thought* or *principle* involved is so strongly *visualized*, that the pupil can no more read it without understanding it, than he could eat wholesome food without being nourished thereby. When a pupil can read a book in that "dead-alive state," it is the fault of the book. If any of our books could be so read, we should feel like the preacher who said, "Should any member of my congregation go to sleep during the sermon, I shall consider it my fault, not his."

Give your students PRACTICAL TEXT BOOKS, and see how they will WAKE UP.

THE PRACTICAL TEXT BOOK COMPANY

Euclid Ave. and 18th St.

Cleveland, Ohio



"'TIS SAID THAT HE WHO RUNS MAY READ,
BUT HE WHO WRITES WILL BEST SUCCEED."

Has your handwriting ever embarrassed you? Has it kept you down in the business office or out of it altogether? No need of poor penmanship in these days of good schools, where the best talent in the profession is at your service.

The Courtney School of Penmanship by mail is offering a special course at a special price, under the direction of Francis B. Courtney, acknowledged everywhere as "America's Finest Penman."

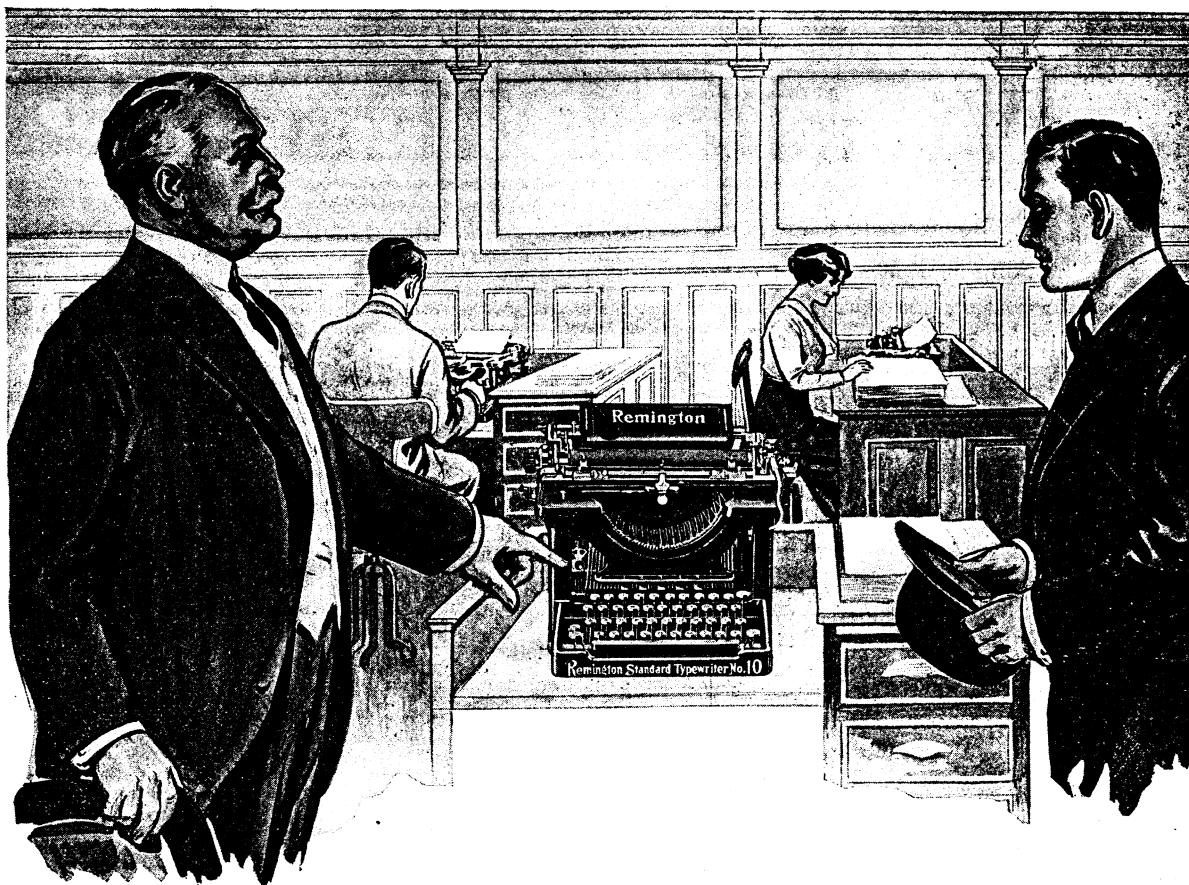
A practical business hand is guaranteed to all ambitious pupils who follow the instructions.

A good chance to improve irregular and shaky handwriting, and move out of the crowd of poor writers.

To-day is your best opportunity. As a matter of good business judgment write at once for free illustrated journal. Address

Francis B. Courtney, Principal

COURTNEY'S SCHOOL OF PENMANSHIP BY CORRESPONDENCE
DETROIT, MICH.



When he goes out to look for a position

is the time when the commercial student always learns to appreciate the full value of a training on the Remington Typewriter.

The best positions are usually Remington positions and the answer "Yes" to the question, "Are you a Remington operator?" always means a good recommendation.

42,216 Remington-made machines are used for instruction purposes in the schools of America—more than all other machines combined. These figures prove that the commercial schools know what the business world demands. The wise pupil knows it also. That is why the wise pupil always insists on a Remington training, no matter what school he attends.

Remington

Typewriter Company

(Incorporated)

New York and Everywhere